DOCUMENT RESUME

ED 482 173 JC 030 610

AUTHOR	Hampton, Julie Clark
TITLE	Teacher Education: A Community College Perspective.
PUB DATE	2001-00-00
NOTE	157p.; Doctoral dissertation submitted to Saint Louis University for Ed.D.
PUB TYPE	Dissertations/Theses - Doctoral Dissertations (041) -- Information Analyses (070) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	*Community Colleges; Curriculum Design; *Curriculum Development; Educational Development; *Teacher Education; *Teacher Education Curriculum; Teacher Education Programs; Teacher Educator Education; Two Year Colleges
IDENTIFIERS	*Jefferson College MO

ABSTRACT

This document iscusses teacher education reform and how it has led to many changes in the Missouri Department of Elementary and Secondary Education (DESE) approval process for colleges of education. The curricula of teacher education programs have since gone through changes in efforts to adapt to statewide initiatives. The paper outlines findings from research to develop the most appropriate curriculum for the teacher education program at Jefferson College, a Community College in Missouri. It also describes how the curriculum was developed by: (1) reviewing literature regarding teacher preparation, learning theories, and community colleges; (2) analyzing the relevant documents such as the Missouri Standards for Teacher Education Programs (MoSTEP), the Statewide Teacher Education Articulation Project (STEAP) guidelines, and the Credit Transfer: Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities; (3) the findings from the literature review and the document analyses were synthesized to produce the framework for an effective teacher education program; (4) areas of consonance and dissonance were noted between the developed program and the former program; and (5) a new program was designed for Jefferson College based on all of these findings. Contains the MoSTEP standards, the STEAP guidelines, the Credit Transfer: Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities, an outline of the data gathered, 17 tables, and 82 references. (JS)

TEACHER EDUCATION: A COMMUNITY COLLEGE PERSPECTIVE

Julia Clark Hampton, B.A., M.S.

A Project Presented to the Faculty of the Graduate School of Saint Louis University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

2001

COMMITTEE IN CHARGE OF CANDIDACY:

Associate Professor Gerard A. Fowler,
Chairperson and Advisor

Professor Michael P. Grady

Professor Charles Michael Stanton

ACKNOWLEDGMENTS

I could not have completed this Ed.D. Project without assistance from many people, both on a professional and a personal basis. First, I would like to acknowledge Dr. Gerard Fowler, my committee Chairperson and Advisor, who led me through this Ed.D. Project with honesty and sage advice. I also would like to thank Dr. C. M. Stanton and Dr. Michael Grady for sharing their time and expertise as committee members for my Project; their recommendations enhanced my writing. Furthermore, I am grateful to Dr. Richard Breslin and Dr. Roy Cheatham for their assistance in strengthening my proposal. I consider myself privileged to have studied with such knowledgeable professors at Saint Louis University.

In addition, I would like to recognized my colleagues at Jefferson College for their assistance. They listened to me, kept me on track when I panicked, and proofread at a moment's notice. I wish to thank all of them for their encouragement, words of wisdom, and help.

On a personal basis, I would like to express my unending gratitude to my family. My parents, Graham and Elizabeth Clark, not only introduced me to academe, but inspired me to be my best. Trish, Denise, and Kristi provided unwavering support. They counseled, cajoled, nudged, and, a few times, even pushed a bit. I share any success I have with them.

TABLE OF CONTENTS

List of Tables ..... **iv**

Chapter 1: **Introduction to the Project** **1**
Background of the Project: A National Focus 2
Missouri Issues and Initiatives 10
Jefferson College Perspectives 16
Conclusion 17

Chapter 2: **Review of Literature** **19**
Teacher Education: The Current Situation 19
Historical Perspectives 25
Teacher Preparation Curriculum: An Overview 37
Conclusion 43

Chapter 3: **Methodology** **45**
Research Design 45
Conclusion 50

Chapter 4: **Presentation of Results** **51**
Document Review Results 51
Conclusions Regrading Best Practices 58
Curriculum Design 62
Conclusion 74

Chapter 5: **Summary and Discussion** **75**
Statement of the Problem 75
Review of the Methodology 75
Summary of Results 76
Discussion 78

Appendices **81**
Appendix A 81
Appendix B 96
Appendix C 102
Appendix D 131

References **143**

Vita Auctoris **150**

LIST OF TABLES

Table	1	Teacher Education Curricular Design Comparison 12
Table	2	Comparison of Current Rule to Proposed Rule 15
Table	3	Types of Teacher Preparation Programs 23
Table	4	Research Study Planning Matrix 49
Table	5	Liberal Arts Component 56
Table	6	Professional Studies Component 57
Table	7	Cross-curricular Aspects 58
Table	8	Extracurricular Issues 58
Table	9	Exploring the Field of Education Course Content 68
Table	10	Foundations of Education Course Content 69
Table	11	Introduction to Teaching, Learning & Assessment Course Content 70
Table	12	Human Development Course Content 71
Table	13	Computers for Teachers Course Content 71
Table	14	Portfolio Course Content 72
Table	15	Teacher Education Program Sample Degree Plan 73
Table	16	Overview of Curriculum 76
Table	17	Teacher Education Core 77

Chapter 1

Introduction to the Project

The continuing nationwide focus on the need to improve the education and training of teachers has led to changes in the Missouri Department of Elementary and Secondary Education (DESE) approval process for colleges of education. This development, along with other national developments, initiated revisions in the curricula of many of these teacher education programs. However, community colleges in Missouri have not been able to respond appropriately to these changes due to restrictions placed on their course offerings by a Missouri State Board of Education rule. Acknowledging this problem, the Statewide Teacher Education Articulation Project (STEAP), sponsored by DESE, has proposed both a rule change and a basic description of areas of emphasis and cross-program themes that would best prepare freshman- and sophomore-level students for entrance into a college of education.

Cognizant of these statewide initiatives, this Ed.D. Project developed the most appropriate curriculum for the teacher preparation program at Jefferson College, a community college in Missouri. The first step in developing this curriculum involved a literature review regarding teacher preparation, learning theories, and community colleges to discover the best practices for this setting. Next, relevant documents (e.g., the Missouri Standards for Teacher Education

Programs [MoSTEP], STEAP guidelines, *Credit Transfer: Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities*) were carefully analyzed. Finally, the findings of these document analyses were synthesized with the conclusions from the review of literature regarding best practices. This synthesis provided a framework for an effective teacher education program at Jefferson College and was compared to the present program. Areas of consonance and dissonance were noted, and a new program was designed based on all of these findings.

Background of the Project: A National Focus

The prevailing nationwide focus on the need to improve teacher education was evident during the 2000 State of the Union address where President Clinton referenced the need to improve teacher preparation and proposed making one billion dollars available to improve teacher quality. This money is to be used to address professional development as well as targeted recruitment and financial aid for students who would teach in low income communities (Burd, 2000).

Secretary of Education Richard Riley has made it clear that colleges need to improve teacher education, and that the administration supports efforts to that effect (Basinger, 1999a, 1999b). Also, a recent report from the National Governors' Association echoes this need to improve teacher preparation and quality (Hardi, 2000), as does the rhetoric of the presidential candidates (Basinger, 2000).

This emphasis on the need for better teachers began in the mid 1980s as a

component of the wave of school reforms inspired by the publication of *A Nation at Risk: The Imperative for Educational Reform* (Barker, 1996; Kelly, 1999; Gough, 1999). This publication delineated the findings of the National Commission on Excellence in Education (NCEE). In 1981, Secretary of Education T. H. Bell appointed this commission to address "the widespread public perception that something is seriously remiss in our educational system" and charged them with "assessing the quality of teaching and learning in our Nation's public and private schools, colleges, and universities" (NCEE, 1983, p.1). After an eighteen-month study, the Commission's report painted a dismal picture of the educational system in the United States and stated that there existed "a rising tide of mediocrity that threatens our very future as a Nation and a people" (p. 5). While the report found a wide range of causes for this mediocrity, one factor noted was the "need to improve teaching and learning" (p. 12).

Specifically regarding teacher education, the report lamented the fact that too few of the top students were pursuing the teaching profession, and that teacher education programs needed "substantial improvement" (NCEE, 1983, p. 22). Regarding this later finding, the commission identified the content of the teacher preparation programs as problematical. The report states, "The teacher preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught. A survey of 1,350 institutions training teachers indicated that 41 percent of the time of elementary school teacher candidates is spent in education courses, which reduces the amount of time

available for subject matter courses" (p. 22).

The commission, to address this problem, recommended that teacher education students be required to "meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline," and that these programs "should be judged by how well their graduates meet these criteria" (p. 30). While there were numerous examples of legislation to address this report (Bell, 1993), one example which reflects these recommendations is Missouri's new MoSTEP approval process for teacher preparation programs, which uses student outcomes as a measure of program quality.

While *A Nation at Risk* was the one publication that received the most attention and initiated the largest number of reforms, there were others who issued reports during this same time that corroborated the Commission's conclusion that teachers needed to be better educated, such as John I. Goodlad, Theodore Sizer, and the Education Commission of the States (United States Department of Education [US DOE], 1984). Goodlad, specifically, spoke very directly to the need for improved teacher preparation. The publication in 1984 of *A Place Called School* by Goodlad led him to initiate a five-year study of teacher preparation in the United States and the subsequent publication of three more books, *Places Where Teachers are Taught* (Goodlad, Soder & Sirotnik, 1990b), *The Moral Dimensions of Teaching* (Goodlad, Soder & Sirotnik, 1990a) and *Teachers for our Nation's Schools* (Goodlad, 1990). This was followed in 1994 by *Educational*

Renewal (Goodlad). All of these publications stress the link between good schools and good teachers and the need for both.

Two groups published reports in 1986 that specifically focused on improving teacher education; *A Nation Prepared: Teachers for the 21st Century* was produced by the Carnegie Task Force on Teaching as a Profession, and *Tomorrow's Teachers* was issued by The Holmes Group. Both reports asserted the need for increasing the educational requirements for teachers (Labaree, 1992).

One of the main recommendations of *A Nation Prepared* involved the creation of a national board to set standards of excellence for teachers. To address this recommendation, the National Board for Professional Teaching Standards (NBPTS) was created in 1987 and established advanced standards to acknowledge experienced teachers. By the fall of 1997, more than 900 teachers had been certified under these standards (Darling-Hammond, 1999).

Another influential initiative addressing the need for national standards was produced by the Interstate New Teacher Assessment and Support Consortium (INTASC), which was established in 1987 by the Council of Chief State School Officers. In 1992, this group published a set of performance-based licensing standards for new teachers (Ambach, 1996). The standards for new teachers delineated in MoSTEP are directly based on these INTASC standards (Missouri DESE, 1997).

Even with all of the publicity and the flurry of reforms, ten years after the publication of *A Nation at Risk*, some believed that student achievement had not

increased enough, and the Goals 2000: Educate America Act was signed into law in 1994 to address this continuing problem. This law provided money to fund reforms that supported the National Education Goals (better known as Goals 2000), which were produced at the 1989 Charlottesville Education Summit and, once again, improving teaching was identified as a part of the solution. In fact, "most states" used their first-year funds "for local teacher preservice and inservice professional development activities," according to a report to Congress in 1996 (US DOE, 1996, pp. 17-18).

Then, in 1996, The National Commission on Teaching & America's Future published *What Matters Most: Teaching for America's Future*. This report came after two years of research, which found "major flaws in teacher preparation," and provided "a blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools" (p. vi). According to Linda Darling-Hammond, the Executive Director of the Commission, this blue-ribbon panel concluded that "the reform of elementary and secondary education depends first and foremost on restructuring its foundation, the teaching profession" (1996, p. 193).

Darling-Hammond compares the report to the Flexner Report of 1910 that transformed the medical profession, as both reports examined practices in the United States and abroad to discover effective models (1996). The report sets specific goals to be accomplished by 2006; in fact, the Commission recommends that schools of education that have not met the specified recommendations by this

date should be closed. Included in these recommendations is an emphasis on the INTASC national standards and performance-based assessment as requirements for entrance into the profession. Also, when addressing the need to develop high-quality pathways into teaching, the Commission supports articulation agreements between community colleges and accredited teacher preparation programs (National Commission on Teaching and America's Future, 1996).

Two years later, the American Council on Education (ACE) appointed a task force with the specific goal of involving college and university presidents in the quest to improve teacher education. The resulting report, *To Touch the Future: Transforming the Way Teachers are Taught*, was published in 1999 and delineated an action plan to help these presidents lead the reform of teacher education. This report also relates the important role that community colleges play in educating teachers and asserts that "carefully crafted articulation agreements can . . . improve the quality of teachers available to serve the nation's schools" (ACE, 1999, p. 24).

An influential group in the effort to reform teacher education is the National Council for Accreditation of Teacher Education (NCATE), which revised its accreditation standards twice since these reform efforts began. The first of these revisions, in 1987, emphasized a well developed and articulated knowledge base. Recently, the new NCATE 2000 Unit Standards additionally emphasized candidate performance (NCATE, 2000). NCATE has been the major accrediting body for teacher education since 1954 and is a coalition of thirty-three

professional groups which includes the two major teachers' unions. While NCATE saw these revisions helping to raise the professional status of teachers, some believed that NCATE wielded too much power, and a rival group, the Teacher Education Accreditation Council (TEAC) supported giving college presidents a greater role in approving colleges of education. Founded by the Council of Independent Colleges, TEAC would not base accreditation on "any independent standards of the profession but only on those set by the schools themselves" (Basinger, 1998,

p. A12).

While much activity has taken place, there is, as might be expected, disagreement on how successful this activity has been in improving education in the United States. In 1998, a conference was sponsored by The Heritage Foundation, Empower America, the Center for Education Reform, and the Thomas B. Fordham Foundation to produce a follow-up report 15 years after the publication of *A Nation at Risk.* The resulting report, *A Nation Still at Risk,* states that "not much has changed" (1998, p. 27). Again, improving teacher preparation is listed as a necessary strategy for improving the nation's schools.

More recently, the January 2000 issue of the *Kappan* revisits Goals 2000 and reaches some very negative conclusions about the initiatives it spawned (Ohanian, 2000). On the contrary, Barker argues that test scores have been misinterpreted and that a closer examination of the standardized test data from 1975 to 1990 actually shows that scores have risen (1996). Regardless of these

judgments pertaining to the success or failure of past initiatives, improving teacher preparation is still a popular war cry on the national front, as discussed earlier.

While the reports discussed so far have dealt in a general way with improving education by improving teaching, one specific issue that has received attention recently is the need to increase the number of minority teachers in the kindergarten through twelfth-grade arenas. The increase in the number of minority students in elementary and secondary school is well documented; according to the National Center for Education Statistics, from 1976 to 1996, minority enrollment in public schools has jumped from 24 percent to 36 percent (US DOE, 1999a). And the trend is expected to continue; it is estimated that by 2030, the number of white (non-Hispanic) high school students will fall to 50 percent (Hansen, 1998).

This change in the racial and ethnic make-up of the elementary and secondary students may affect many practices in the schools, but it also speaks to the need for a teaching force that more closely mirrors the student population. This concept is substantiated in the report of the Carnegie Task Force on Teaching as a Profession:

> Schools form children's opinions about the larger society and their own futures. The race and background of their teachers tells them something about authority and power in contemporary America . . . influencing their attitudes toward school, their academic accomplishments, and their views of their own and others' intrinsic worth. (1986, p. 79)

While the student population is becoming more diverse, the teaching

profession is becoming more homogeneous. According to the *Digest of Educational Statistics 1998*, in 1971, 88.3 percent of public school teachers were white; in 1996, 90.7 percent were (US DOE, 1999b, p. 80). According to Futrell, one of the reasons for this movement is the cost of becoming a teacher, and she specifically targets community colleges as one solution to this problem as she states, "It is incumbent upon departments of education at four-year colleges and universities to partner with community and junior colleges to encourage students to transfer to their institutions and to select teaching as a career" (1999, p. 31). Granted, this may be only one of many strategies needed to overcome this problem, but it is not one that should be ignored.

Missouri Issues and Initiatives

The discussion of the background of this study has focused on national issues and initiatives. Missouri has been actively involved in addressing the issues of improving schools and improving teacher preparation based on these national initiatives. Foremost in this statewide movement was the Outstanding Schools Act of 1993, which included five initiatives: The Show-Me Standards, Curriculum Frameworks, a New Statewide Assessment, Professional Development for Educators, and Professional Standards for New Educators. The Act also provided funding to support these initiatives and to increase the availability of technology in schools. Components of the Act were supported by the Missouri School Improvement Program (Missouri DESE, 1996).

These initiatives came as a direct result of the national movement toward

performance-based assessment. While the Show-Me Standards addressed what students should know and be able to do by the time they graduate from high school, the Professional Standards for New Teachers defined "what graduating preservice teachers should know and be able to do as certificated Missouri teachers" (Missouri DESE, 1996, p. v). These guidelines were delineated in a set of 10 performance-based standards, which were modeled specifically on the INTASC standards established by the Council of Chief State School Officers, as referenced earlier (Missouri DESE, 1997).

These Professional Standards for New Educators eventually became imbedded within Standard 1 of the new MoSTEP approval process. This process, effective September 1, 1999, includes eight standards:

Standard 1: Performance Standards for Education Professionals (This standard includes the 10 INTASC-based beginning teacher standards -- specifically in Quality Indicators 1.2.1 through 1.2.10.)

Standard 2: Program and Curriculum Design

Standard 3: Clinical Experiences

Standard 4: Composition, Quality, and Competence of Student Population

Standard 5: Qualifications, Composition, Assignments, and Development of Professional Education Faculty and Quality of Instruction

Standard 6: Governance, Organization, Authority

Standard 7: Professional Community

Standard 8: Resources for Operating Unit and for Supporting Teaching and Learning (Missouri DESE, 1999).

Until these new standards were effective, the approval process for teacher education programs was input-based; that is, it considered what the institution put into the program (e.g., courses taught, their content, faculty qualifications, and program budgets). While many of these issues are still felt to be important components of an effective program, the new process emphasizes the quality of the graduates to measure the quality of the program (Missouri DESE, 1997). In fall 1999, the first group of teacher education programs began their evaluations under the new standards.

Influenced by the national and statewide movement to improve teacher preparation, many programs in Missouri began to develop new curricula for their teacher education students, but community colleges could not join this movement due to the restrictions placed by Missouri rule 5 CSR 80-805.015, which specifies what courses and how many hours taught at community colleges could be accepted for purposes of teacher certification. An example of this discrepancy can be seen when the newly-revised curriculum at the University of Missouri at Columbia (UMC) Teacher Development Program is set next to the curriculum at Jefferson College as prescribed by the current board rule.

UMC Phase I **Inquiry into Learning** (to be completed at mid-preparation)	**Jefferson College** **Elementary Education Courses**

ED100 Orientation (1 hr.) ED200 Inquiry into Learning 1 (4 hrs) ED201 Inquiry into Learning 2 (4 hrs)	EDU100 Intro to Teaching (3 hrs) ART135 Art for Children (3 hrs) ENG143 Literature for Children (3 hrs) HPE161 P. E. for Children (3 hrs) MSC156 Music for Children (3 hrs)

Table 1: Teacher Education Curricular Design Comparison

While this chart does not show courses other than strictly education courses, it does illuminate the totally different approach to a beginning curriculum. The UMC Phase I curriculum develops a base level of understanding of teaching and learning, or, in constructivist terms, it offers a spiraling curriculum where new knowledge builds on prior knowledge. "Courses such as learning theory, child/adolescent development, classroom management and assessment are integrated and then spiraled across semesters. Topics are introduced more than once and developing teachers apply their knowledge as they acquire it through a variety of clinical experiences" (University of Missouri-Columbia 2000).

The State-mandated approach at Jefferson College involves specific methods courses; the subject matter is presented once in these courses which are not part of a sequenced program, but are simply stand-alone courses. Such courses do not allow for an integrated or spiraled curriculum. Also, secondary education students have a limited introduction to professional education courses, as the State only allows a beginning field experience course and adolescent psychology to transfer into their teacher certification requirements.

These differences cost transferring students credit hours, as they must

complete the Phase I courses before they can begin their junior year at the University of Missouri. More importantly, this curriculum does not facilitate student learning as effectively as the new approach.

The need to address the problems faced by transferring students was identified during the development of MoSTEP, and Standard 4.2.3 specifically requires "mutually agreed upon articulation with Missouri Community Colleges" (Missouri DESE, 1999, p. 5). Dr. Mike Lucas, Director of Teacher Education at DESE, established the Statewide Teacher Education Articulation Project (STEAP) in 1998 to deal with this issue.

As part of this project, representatives of all Missouri teacher education programs, both two- and four-year, were invited to participate in a series of meetings in 1998 and 1999. During these meetings, participants developed areas of program emphasis partnered with cross-program themes to guide the design of curriculum for the first two years of a four-year program in teacher education, whether this program was at a two- or four-year institution. These guidelines would assure the senior institutions that transfer students would possess knowledge and skills comparable to their native students. Also, drafts of rubrics were developed that could be used to assess teacher education students at this mid-preparation point.

These concepts were supported by resolutions discussed at the Spring 1999 STEAP meeting, along with proposed wording for a new State Board of Education Rule to replace 5 CSR 80-805.015. Table 2, which follows, presents

relevant text from both rules.

Partial text of current rule	Partial text of proposed rule
The Department of Elementary and Secondary Education will accept, for purposes of teacher certification, a maximum of fifteen (15) semester hours of approved coursework in pre-professional education from Missouri's community/junior colleges. Specific courses that are acceptable as a part of the fifteen (15) semester hours shall be limited to the following: one (1) exploratory and/or observational experience, physical education for children, music for children, literature for children, art for children, child development and adolescent psychology. All coursework acceptable as part of the fifteen (15)-semester hours must be evaluated by on-site evaluation teams from the Department of Elementary and Secondary Education and approved by the Missouri State Board of Education in the same manner as courses and programs are evaluated and approved for Missouri's four (4)-year teacher training institutions.	The department will accept, for purposes of teacher certification and transfer credit, coursework from preliminary professional education programs at Missouri's community colleges to meet general education, subject knowledge and professional education requirements equivalent to the first two years of the baccalaureate educational experience. All programs offering coursework acceptable for transfer credit from the two-year colleges shall be evaluated by the department and approved by the board in the same manner as programs for certification are evaluated and approved for Missouri's four-year teacher preparation institutions, employing the standards promulgated by the board with appropriate adjustments for the level of preparation.

Table 2: Comparison of Current Rule to Proposed Rule

It is assumed that with these guidelines and this rule change, community colleges will be better able to prepare students for entrance into a quality teacher education program.

In January 2000, the Missouri Advisory Council for the Certification of Educators (MACCE) endorsed the new rule and recommended it to the State Board of Education. Dr. Lucas indicated that he plans to present this new Rule in

2000 to the Board to initiate the rule-making process (M. Lucas, personal correspondence, January 15, 2000).

During the STEAP meetings, other statewide issues emerged that might be addressed by a curriculum designed around the STEAP guidelines, including the need for better-prepared substitute teachers and paraprofessionals. Also, the transfer problems encountered by early childhood education students from community colleges could be eliminated with an articulation agreement.

Additionally, the issue of recruitment of new teachers could be helped by giving students a less expensive way to pursue a high-quality teacher preparation program. The concept of better-prepared teacher education students who can smoothly articulate from a community college to a college of education without losing time or coursework would be beneficial on many fronts.

Jefferson College Perspectives

As the national and statewide initiatives discussed so far have been progressing, Jefferson College has been one of those community colleges locked into a set curriculum by Missouri State Rule. Even with this restriction, Jefferson College has been offering teacher preparation courses approved by DESE since 1986 and has been successfully transferring students into colleges of education at four year institutions. In fact, teacher education is one of the most popular majors on campus as 407 students indicated that this was their area of interest in Fall 1999 (L. P. Diefenbach, personal communication, May 1, 2000).

However, as senior institutions address the issue of improving the quality

of the teaching force, the approach to student learning is changing, following some of the recommendations of the reports referenced earlier. These changes are based on current beliefs about how best to help students gain the knowledge and skills necessary to be effective teachers. Simply put, the teacher education courses mandated for community colleges do not fit this new model.

For example, in the 1996 report from the National Commission on Teaching & America's Future, one of the recommendations is to "reinvent teacher preparation and professional development" (p. 76). Under this recommendation, there are four requirements listed that community colleges could introduce to students so that this beginning knowledge can be built upon more effectively at the senior institutions. Those areas are: "Greater focus on learning and development . . . More knowledge about curriculum and assessment design . . . Technological skills . . . Strong emphasis on reflection and inquiry" (pp. 76-77), but the courses now approved to be taught cannot address these issues sufficiently. However, with the proposed rule change and the stated guidelines from STEAP, a curriculum could be developed to address these issues. This would benefit the students, as they would be better prepared for continued work toward teacher certification, and they would have a smoother transition into such programs.

Conclusion

With this situation in mind, this Ed.D. Project provided a careful analysis of current beliefs regarding how best to help students gain the knowledge and

skills necessary to be effective teachers and then designed a program for Jefferson College, taking into account national, state, and local concerns. This Project may have practical benefits for Jefferson College and its students; however, while the conclusions reached are not meant to be generalized for all two-year colleges, they could provide a basis for similar analysis at other institutions.

This chapter has introduced the concepts of this Project and given the background and needs for the study. In the next chapter, a review of the literature will examine, in more detail, the issues of teacher education and theories of learning relevant to the Project.

Chapter 2

Review of Literature

As the first chapter indicates, improving the preparation of teachers has been the focus of discussion and action in the United States for the last 17 years. This chapter will show the current national situation and examine how it developed. Then, the role of the community college in the United States will be reviewed, followed by an examination of the content of current teacher preparation programs and the learning theories upon which they are based. All of the information discussed in this chapter served as a partial guide to the development of an appropriate curriculum for preservice teachers during their freshman and sophomore years.

Teacher Education: The Current Situation

While the debate begun by the publication of *A Nation at Risk* in 1983 has revealed many disparate ideas, the standards movement is now dominating the discussion (Cochran-Smith, 2000b). Three standards movements have actually influenced the current configuration of most schools of education.

> The content knowledge standards movement created a framework for core knowledge in the various fields of teaching. Student standards followed, and these were followed by standards for what teachers should know in order to help students reach the challenging goals set for them by the student standards. (Wise & Leibbrand, 2000, p. 613)

In fact, the National Council for Accreditation of Teacher Education (NCATE) recently revised its requirements for schools of education to reflect this standards movement. These new NCATE 2000 Unit Standards, ratified by their

Executive Board on May 11, 2000, emphasize candidate performance. While still requiring a knowledge-based conceptual framework and including specific requirements regarding faculty qualifications, governance, and resources, these new standards require student candidates to demonstrate "the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn" (NCATE, 2000, p. 1).

While these standards represent the importance of including both content knowledge and pedagogy in programs that prepare teachers, there is still some support for teacher preparation which only includes subject-matter knowledge (Wise & Leibbrand, 2000). While this movement may have been propelled by the criticism concerning the shortage of content courses in teacher preparation programs leveled in *A Nation at Risk*, recent discussions of teacher shortages have given it momentum. "Current projections call for 2.2 million new teachers in the next decade or 210,000 new teachers per year for the next 10 years," and are based not only on enrollment increases and increased teacher retirements, but also on a call for a lower student-to-teacher ratio (Feistritzer & Chester, 2000, p. 8). Content-only proponents assert that requiring completion of schools of education with the requisite professional education courses are keeping qualified prospective teachers out of the classroom (Wise & Leibbrand, 2000).

Supporters of this view believe that schools of education do not prepare teachers adequately, nor do they respond appropriately to current needs. Some believe that a bachelor's degree in a subject area is all a person needs to teach. In

fact, *Alternative Teacher Certification* lists 40 states that have alternative certification programs (Feistritzer & Chester, 2000). According to this publication, Missouri has such a program that has been in effect since 1989; however, it indicates that only four people have completed the program since the 1993-94 school year (p. 236). While alternative certification programs vary greatly throughout the United States, "approximately 24,000 teachers were certified through their alternative routes" in 1998-99 (p. 12).

While the debate continues regarding alternative certification, Linda Darling-Hammond (2000) points to a growing body of evidence showing the positive impact of schools of education; "researchers have found that teachers who have greater knowledge of teaching and learning are more highly rated and are more effective with students" (p. 167).

One answer to this dual demand for more content knowledge plus the study of pedagogy has been the rise of the extended certification program. These programs may require one or two additional years of study after completion of the bachelor's degree and may culminate in a master's degree. In the last 10 years, over 300 such programs have been created (Darling-Hammond, 2000). This allows for discipline-specific, pedagogy, and professional courses, as well as clinical experiences. Once again, Darling-Hammond (2000) states that research has shown such extended programs are not only better, but more cost-efficient, because attrition from the profession is much lower among graduates of extended programs.

Another current trend for schools of education is joining with local school districts to create professional development schools. Mirroring practices in teaching hospitals, these professional development schools not only allow new teachers to gain valuable experience, but can also be used to refine the skills of practicing teachers and can provide support for research. Some European countries (e.g., Germany, Belgium, and France) require work in this type of setting (Darling-Hammond, 2000). Such settings often run in conjunction with the extended certification programs referenced earlier.

Specific evidence of these changes in teacher preparation programs is seen in statistics recently published by the Center for Education Information (CEI) which surveyed institutions of higher education in 1984, and again in 1998. Their report, *The Making of a Teacher: A Report on Teacher Preparation in the U.S.,* shows the recent shift to post-baccalaureate teacher education programs by the 24 percent increase in the last 15 years in institutions that formally admit students into their initial teacher education programs at the post-baccalaureate level. Also, almost all schools of education now require passing entrance and exit assessment. In 1984, only 60 percent required entrance tests, and, most dramatically, only five percent required content-area tests for completion of their programs (Feistritzer, 1999).

Regarding the type of institutions preparing teachers today, only 37 percent are public, but these public institutions prepare 74 percent of all graduates, as Table 3 depicts (Feistritzer, 1999, p. 13).

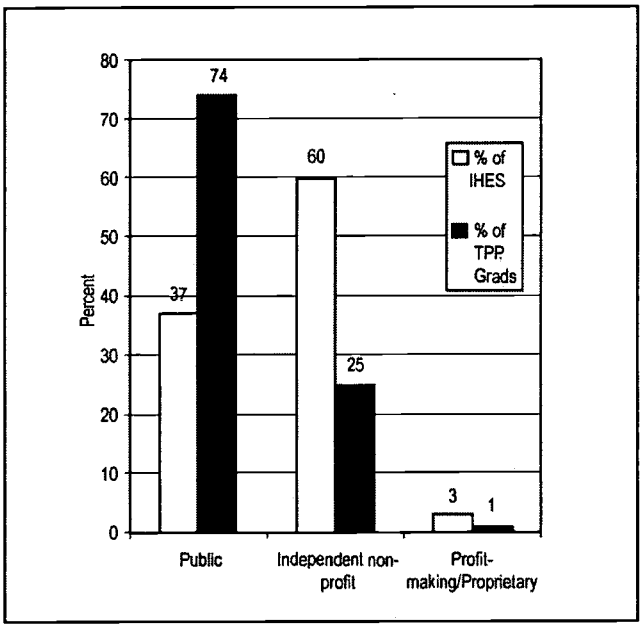

Table 3: Types of Teacher Preparation Programs

Another significant change evidenced in this report is the increase in the number of students majoring in teacher education. While the total enrollment in higher education increased 15 percent during this time, teacher education graduates jumped 49 percent (Feistritzer, 1999). This reverses a trend begun in the seventies of declining interest in teaching as a career (Astin, 1985). However, minority enrollments do not mirror this increased interest in teaching (Anglin, Mooradian, & Hamilton, 1993).

Correspondingly, even though the typical undergraduate education student is a recent high school graduate who is white and female, the increase in post-baccalaureate students has added students who are not only older (30.2 average age) but who also may be people of color and male. While only 12.9 percent of the undergraduates attend part-time, 43 percent of students in the post-graduate

programs do (Feistritzer, 1999).

Almost all teacher preparation institutions report that they have passed State approval requirements. Over 60 percent relate that they are accredited by a professional accrediting body; 43.5 percent are accredited by NCATE (Feistritzer, 1999).

The typical undergraduate curriculum, as reported in *The Making of a Teacher*, requires more total credit hours for completion (132) than most other undergraduate programs (120). Typically in these programs "about 51-52 credit hours are required in general studies, 36-39 credit hours are required in one's teaching major or equivalent, 24-31 in professional studies, and 14-16 hours are required in various clinical experiences" (Feistritzer, 1999, p. 35). It is also interesting to note that the number of hours required is fairly similar for all types and sizes of institutions.

Overall, the Center for Education Information identifies 1,354 institutions of higher education in the United States that have teacher preparation programs, with 35 of these in Missouri. While not counted in this total, DESE lists 15 community colleges in Missouri that are approved to offer pre-professional teacher education courses (Missouri DESE, 2000). The recent work of STEAP, discussed in Chapter 1, and the inclusion of articulation agreements between community colleges and colleges of education in the new MoSTEP requirements (Standard 4.2.3) highlight the recent emphasis on the importance of community colleges in preparing future teachers (Missouri DESE, 1999).

As this chapter indicates, a snapshot of the programs preparing teachers in the United States today shows an increasing number of students participating in programs of increasing length and content. Typically these programs are required to meet some standards, through either state approval or professional accreditation or both; these standards focus not only on what students know but also on candidate performance. Correspondingly, students must meet both entrance and exit testing requirements.

This is a dramatic change, though, since the first half of the nineteenth century when teacher education was first pursued in the United States. Goodlad (1990) speculates that a lack of knowledge of this history of teacher education has caused us to repeat mistakes of the past in reform efforts. Consequently, the next section of this chapter will examine this history.

Historical Perspectives

During the colonial period, there were really no educational requirements to become a teacher, and "teacher ability ranged from bare literacy to college education" (Altenbaugh & Underwood, 1990). Herbst (1989) points to the common school revivals of the 1830s and 1840s as the catalyst for providing some training for the increased number of teachers needed, and he cites the importance of a report by Victor Cousin in 1835 which related the system used in Prussia to train teachers. This system emphasized religion and moral character and was very influential in the development of the normal school, which was the first center of teacher training in the United States.

The opening of the first private normal school was in 1823 in Concord, Vermont. Then, in 1839, Horace Mann started the Lexington Normal School, which was the first public venue for training teachers (Altenbaugh & Underwood, 1990). These schools were often simply part of existing high schools and provided different levels of training for elementary teachers and secondary teachers (Herbst, 1989). Women were targeted to supply the large demand for elementary teachers because, it was openly stated, they could be paid less (Woloch, 2000). Men were still sought for the more academically demanding jobs in high schools and in administration (Herbst).

These early normal schools often had one- and two-year programs available and the content of the programs was almost vocational; concepts were broken into small steps with immediate and practical results. They emphasized how to teach, not the theory explaining why this would be an effective way to teach. Goodlad speculates that this is one reason for the disrespect for methods courses even today; he also states that in these normal schools "teacher training had no intellectual or clear organizational identity" (1990, p. 72). Herbst (1989) points out, though, that faculty in the normal schools were frustrated by the lack of preparation of their students. Initially, students attending normal schools would often not even have high school diplomas.

However, as public normal schools proliferated, the public began to use them not just for training teachers, but for providing wider access to higher education (Herbst, 1989). With the demand for more rigorous training and

education of teachers and with this demand by the public for more educational opportunities, the normal school began to evolve. By the turn of the century, some normal schools resembled colleges. These new teachers' colleges soon expanded their programs, and by the 1950s, teachers' colleges began transitioning to state colleges. By the 1970s, this transition was complete, and the single mission of providing teacher training at these institutions had been greatly expanded. Eventually, these state colleges grew into regional public universities, and by that time, teacher education was merely a small part of a large institution (Goodlad, 1990).

As mentioned earlier, teacher training had quite different standards for elementary teachers on one hand and high school teachers and administrators on the other. The only way for a teacher to advance was to get more education, leave teaching, and move into administration. As programs for teachers expanded to four years of college, graduate schools began offering programs for administrators. Herbst (1989) posits that this exemplifies the lack of respect for classroom teaching that has always been present in teacher training, as it implies that the truly capable person would move away from actual teaching.

Representative of this development was the opening of the New York College for the Training of Teachers in 1887; in 1892, this became part of Columbia University and was renamed Teachers College. However, Goodlad (1990) points out that this graduate program was not intended for classroom teachers, but was meant to train administrators and normal school faculty.

Another strain of teacher education institutions was seen with the rise of the research universities where colleges of education did not transition from normal schools but were originally established as professional schools (e.g., University of California-Berkeley and University of Michigan). Even here, these colleges of education were not respected, and the faculty from other disciplines felt that the emergence of pedagogical science was an insult. Certainly they had not needed training to be able to teach but developed this ability on their own. It did not help that "a widespread complaint of teachers and future teachers is that teachers of teachers are less than experts in the teaching craft and often fail to practice what they preach" (Goodlad, 1990, p. 75).

Along with this problem of disrespect, the research university provided another problem for teacher education; the focus on research and grants diverted the full-time faculty from educating teachers, and so the actual teaching of teachers is left to adjunct and non-tenured faculty (Clifford & Gutherie, 1988). Harry G. Judge even states that deans of education he interviewed told him that their "faculty does not prepare teachers; it studies them" (as quoted in Goodlad, 1990, p. 76). Goodlad compares this situation to the situation in medical schools pointed out by Flexner in his 1910 report; the focus on research is preventing the hands-on training of professionals to do their jobs.

There was still another source of teacher training in the United States, and that was the private liberal arts colleges. These colleges were not founded to provide training for teachers, but this purpose was added to their mission of

providing a general liberal arts education. As the demand for teachers grew, however, the proportion of teacher education majors at these colleges became larger. Goodlad also points out that, especially at the women's colleges, teacher education was pursued as "employment insurance" (1990, p. 80); many people never actually taught, but they had a safe degree in hand if needed. These institutions do not have the focus on research with its concomitant problems, and the full-time faculty do actually teach their preservice teachers. However, this small size may also bring problems of its own, including limited budgets and faculty with much larger teaching loads than at the universities.

As this brief overview of the history of teacher preparation shows, programs to train teachers have increased in length and content as they have moved from the short-term training provided by the first normal schools to the four-year baccalaureate programs at the private liberal arts colleges and public teachers' colleges and, now, to graduate programs at regional and research universities. One of the reasons for this increase in training and education is the matching increase in requirements for teacher certification by all states; this trend is joined by a corresponding trend in increasing regulation of teacher preparation institutions by the states. Goodlad (1990) sees this as another problem that should be recognized. While high standards are good, he points out that it is often politics and not professionals in the field developing these requirements and regulations. He feels that examples from law and medicine have shown that professionals can participate effectively in this process. To rectify this situation,

he calls for the connection between state regulatory agencies, teacher education professionals, and practicing teachers.

Missouri answered this call as it brought these communities together to develop the Missouri Standards for Teacher Education Programs (MoSTEP) and involved members of these communities as the evaluators of program effectiveness. How well the system works is yet to be determined, since the first evaluations took place in fall 1999. Community college representatives were included in this group of professionals on the MoSTEP Workgroup, and the Statewide Teacher Education Articulation Project has once again invited all the players to the table to discuss articulation issues.

As community colleges become more active in the preparation of teachers, it is useful to examine how these institutions developed. It is also interesting to note many similarities between the history of teacher education and the history of community colleges.

Community Colleges, first referred to as junior colleges, developed around 1900 in the United States, although events from the previous century certainly paved the way. Two disparate forces supported this development: the populists and the elitists. The populists were pushing for access to higher education for the masses; by the 1880s, high schools were spreading across the United States, and the populists felt it was time to focus on opening higher education to more than the rich or gifted (Witt, Wattenbarger, Gollattscheck & Suppiger, 1994).

The populists found an unlikely alliance with the elitists of the day who

were not only seeking to divert from the elite colleges the large numbers of common people who were graduating from these new high schools, but they were also pushing to reorganize the higher education system in the United States based on the German universities of the time (Cohen & Brawer, 1989). To provide this type of higher education, which emphasized research and scholarship, these leaders supported separating the lower division general education from the upper division, mirroring, in part, the 6-4-4 system used in Germany (Cowley & Williams, 1991). Not only would this separation allow the universities to focus on providing a more conducive environment for scholarly studies and research, but it would also act as a barrier to allow only the deserving admittance into the universities.

The junior college seemed to offer an acceptable solution to both the populists and elitists. Two approaches for developing these new colleges proved most popular; one was to extend the local high schools for two more years. The other was to eliminate the last two years from the curriculum at some small private colleges. By the early twentieth century, both of these were commonly called junior colleges (Cohen & Brawer, 1988).

While this union of divergent forces was essential in providing the support needed to develop this new concept in education, it also brought with it confusion regarding the purpose; was this new institution an extension of the secondary schools, or was it part of the higher education system? Was its purpose to act as a gatekeeper to select the talented for admission to the universities, or was it to

serve the broader needs of a diverse population? Not unlike teacher education, community colleges struggled with an identity problem for the first half of the twentieth century. Not until the publication in 1947 of the report by the President's Commission on Higher Education (Truman Commission) did this identity become clear (Brint & Karabel, 1989).

While the report dealt with all of higher education, Brint & Karabel (1989) identify several components of the report that had specific impact on two-year colleges. First, it addressed full equality of educational opportunity, and it recommended massive expansion of higher education with the community college identified as an integral part of this expansion; it stated that 49 percent of the population had the capacity to complete two years of college, while only 16 percent were actually entering higher education. The report even recommended renaming junior colleges community colleges. Perhaps, though, the greatest impact was "one of legitimating an enormous increase in the prominence of the community college within the larger system of higher education. For a movement wracked by feelings of insecurity and marginality from its beginnings, the public recognition that it had sought for so long finally arrived" (p. 71).

This points to a similarity with teacher education: the lack of respect from the higher education community felt by both. Even though the Truman Commission Report may have helped community colleges gain some recognition, it also may have caused some of the problems now being faced concerning articulation with senior institutions in teacher education. According to Eaton, "the

role of the community took ascendancy over the academic role; the college as a site of intellectual development of the individual gave way to the college as the site of a range of educational experiences that would benefit the community" (1994, p. 30). Aronowitz (2000) addresses this continuing trend as he states that while half of the graduates of community colleges used to transfer to senior institutions, only 28 percent did so in 1996. So while teacher education was struggling for respect from the academic community, community colleges may have been gaining respect, but not for their academic role.

A related intersection in the histories of teacher education and community colleges may contribute to this problem. As mentioned earlier, not only were normal schools originally two-year institutions, but also they were used by the communities to fulfill the need for access to higher education. Herbst (1989) even refers to these early normal schools as "people's colleges" (p. 81) and "democracy's institutions" (p. 109), both terms also used to describe community colleges. This association of teacher education with community colleges may exacerbate the problem. Teacher education has often been criticized for its lack of academic rigor (Kramer, 1991), and it would seem logical that, in an effort to gain respect, teacher preparation would want to distance itself from institutions affiliated with these terms which may not be associated with a focus on academics. In short, it seems that as teacher education is striving for respect within academe, community colleges are being associated with vocational and community programs. However, this is a problem of perception, not necessarily a

problem of reality, but recognition of the issue may be beneficial in the process of pursuing productive communication and effective results.

Research regarding the quality of a community college education may help bring the reality of the situation into focus. While research is somewhat limited in this area, some publications have addressed the question of cognitive gains of community college students.

In the early 1980s, Klassen did research regarding gains in critical thinking of returning adult college students. This longitudinal study involved students at a large community college who completed the "Weekend Social Science Option" program, which included courses in social science, applied statistics, and speech. The Watson-Glaser Critical Thinking Appraisal was used as a pre- and post-test and "showed a statistically significant average gain in overall critical thinking for the sixty-seven adults in the program" (Pascarella & Terenzini, 1991, p. 120).

More recent studies came from the federally funded National Study of Student Learning, which compared the relative intellectual impact of attending a two-year versus a four-year institution. Since the samples were fairly small, with six community colleges from six different states and eighteen four-year institutions from fifteen different states being involved, the conclusions are somewhat preliminary. But the findings are also very significant because this is one of the few longitudinal studies regarding this area "that uses standardized measures of developmental outcomes" (Pascarella, 1999, p. 12).

The Collegiate Assessment of Academic Proficiency (CAAP) test was

used to compare cognitive gains of community college students to those of four-year college students. This standardized test produced by the American College Testing Program measures cognitive growth in five areas: reading comprehension, qualitative reasoning, critical thinking, science reasoning, and writing skills. In analyzing the data, "controls were made for such confounding influences as pre-college CAAP scores, sex, race, academic motivation, place of residence, full- or part-time enrollment, and type of coursework taken" (Pascarella, 1999, p. 12). Student outcomes were measured at the end of the first year and at the end of the second year. Findings at the end of the first year indicated that there were not significant differences between students at community colleges and those at four-year institutions in reading comprehension, quantitative reasoning, or critical thinking. Similarly, there were no significant differences found at the end of the second year in writing skills and science reasoning between these two groups of students.

Pascarella (1999) states that it is important to understand what this does and does not mean. First, it does not mean that "community college students end up with the same levels of cognitive proficiency in reading, math, critical thinking, science reasoning, or writing skills as four-year college students" (p. 13). As might be expected, the students who go directly to the four-year institution start out higher than their community college counterparts in all five areas tested; not surprisingly, they end up higher, also. However, this illustrates community colleges do effect the same amount of change on a student regarding these five

areas of cognitive development as the four-year institutions. In other words, this analysis indicates that community colleges "develop talent at about the same level of proficiency as most four-year colleges" (1999, p. 13).

Further analysis of the National Study of Student Learning database focuses on first-year growth in two aspects of orientations toward learning: enjoyment of intellectual challenge and diversity and engagement of higher-order cognitive tasks. As in the other analysis, no significant differences were found between community college and four-year college students (Pascarella, et al., 1994).

Research specifically regarding the quality of community college teacher preparation programs is even more limited. Anglin, Mooradian, & Hamilton (1993) report on a program between Cuyahoga Community College and Kent State University, which was designed specifically to increase the number of minorities pursuing teaching as a career. Using a jointly developed articulation agreement and support services, this program allows students to complete some of their teacher education courses at the community college level and facilitates transfer to the university. While some problems have been encountered, "the actual program has been very successful and has exceeded hopes and dreams of the original plan" (p. 10), and those involved in running the program acknowledge that community colleges are the "missing rung of the teacher education ladder" (p. 13).

Making Community College Teacher Education Programs Better: A

Limited Research Study examines the effectiveness of the teacher preparation curriculum at Jefferson College (Hampton, 1999). Overall, "it seems that Jefferson College provided an effective teacher education program" (p. 3-4), although it also noted suggestions for improvement. Experiences identified as particularly effective included the strong foundation in general education which prepared the students well for "work at the university . . . and in work with children" (p. 5). The report also identified as effective the modeling of best practices by the faculty at the community college and the availability of appropriate resources in the library. "An understanding of human development and a beginning knowledge of appropriate pedagogy" were identified as important aspects of the curriculum; however, how these competencies are addressed and in which courses could be improved (p. 7).

While more research is needed, these studies do shed light on the academic quality of community colleges. To quote a 1994 article which revealed preliminary finding of some of this research, "Contrary to some prevalent notions about the academic rigor of two-year college programs, the evidence from this preliminary longitudinal investigation suggests the possibility of a general parity in the relative educational impact of two- and four-year institutions" (Bohr, et al., 1994, p.12). These findings would seem to indicate that community colleges do provide quality academic preparation. Perhaps these studies and more like them will help dispel the flawed perceptions about community colleges.

Teacher Preparation Curriculum: An Overview

Accepting that it is possible to offer an educational experience at a community college comparable to that attained during the first two years at a senior institution, then we can move to the next level and examine current research regarding the content of teacher preparation curriculum. Darling-Hammond and Cobb identify three principal components of current teacher education programs; "liberal arts education, professional study, and practical experiences" (1996, p. 37). The STEAP participants identified areas of program emphasis and cross- program themes for the first half of a baccalaureate program in teacher education in which all three of these areas are addressed, albeit at a developmentally appropriate level. While the liberal arts component comprises the largest part of the freshman- and sophomore-level curriculum, the basic content of this general education has recently been established in Missouri by the Coordinating Board for Higher Education (Missouri Coordinating Board for Higher Education, 2000); the results of the review of the document delineating this content will be addressed in Chapter Four. Therefore, the next section of this chapter will examine research regarding the content and theoretical base of the professional study and field experiences components of this curriculum.

In examining curricular content, one should first note that there is a wide range of teacher education programs in the United States because there is not one set of standards used for the approval of all programs or for the licensing of teachers in all states. However, the professional study component of current teacher preparation programs typically includes courses such as Introduction to

Education, Educational Psychology, and various methods of teaching courses; this allows students to study education as a field of inquiry (Darling-Hammond & Cobb, 1996). Murray (1996) supports the need for such study by contrasting the spontaneous teacher (i.e., one who has no specific education regarding pedagogy) with the professional teacher. He asserts that reliance on spontaneous teaching can lead to "serious pedagogical mistakes" and that "it promotes an outdated mode of instruction that is not supported by modern views of cognition and cognitive development and provides insufficient guidance for the solution of difficult and novel problems in schooling" (p. 5). Making this component of professional study truly effective requires a well-defined knowledge base of accepted standards of good practice.

Grow-Maienza (1996) asserts that teacher preparation programs need to carefully define the philosophical assumptions that support these knowledge bases in order to develop "coherent courses of study tied to what teachers need to know and what teachers need to be able to do in a society that is an information technology society and that is global in nature" (p. 506). This philosophical foundation has been influenced by the traditional and progressive movements' views of the purposes of education. While these approaches are disparate, "every teacher education program in practice may well have some characteristics of many, if not all, of the models, though the emphasis is upon the characteristics of one or another of the models" (p. 509). What is important is that the faculty in each program carefully examine and articulate the assumptions on which their

program is based and which give unity of focus to that particular program. This foundation then supports the development of curricular content.

A large body of research supports a constructivist approach to teaching and learning (Black & Ammon, 1992; Brooks & Brooks, 1993; Fosnot, 1989; Fosnot [Ed.], 1996; Murray [Ed.], 1996; Oldfather, Manning, White & Hart, 1994; Richardson [Ed.], 1997; Steffe & Gale [Ed.], 1995). "More attention to learning theory, cognition, and learning strategies has accompanied a deepening appreciation for content pedagogy and constructivist teaching strategies" (Darling-Hammond & Cobb, 1996, p. 43). Richardson also asserts that "constructivist approaches are reflected in national and state level policy documents designed to influence the curriculum and pedagogy of American classrooms . . . and in state and local policies" (1997, p. 3). These constructivist approaches differ from the transmission model of teaching, which sees "learning as the acquisition of specific facts, rules, and attitudes that are picked up by exposure" (Fosnot, 1996, p. 206).

Instead, the constructivist sees students as active participants in generating their own knowledge as they attempt to make sense of what they experience; it addresses the "nature of knowledge and how knowledge develops" (Vadeboncoeur, 1997, p. 15). Based on the theories of Piaget, Vygotsky, Bruner, and Dewey, constructivism promotes the interaction between prior knowledge and new knowledge as the learner internalizes what is being learned and gains true understanding (Richardson, 1997).

While these constructivist theories address how children learn and,

therefore, how they should be taught, it also speaks to how preservice teachers learn and how they should be taught. In fact, "coherence between the constructivist philosophical and epistemological foundations of these programs, and their structure, curriculum, pedagogy, and means of assessment is of crucial importance" (Oldfather, Manning, White & Hart, 1994, p. 15).

The influence of constructivism reaches throughout the curriculum. An important component of this type of curriculum is the development of the reflective practitioner (Burch, 1999; Collier, 1999; Darling-Hammond & Cobb, 1996). In fact, Burch states:

> Reflection is key to our work together as professor and students preparing to be teachers. It is the foundation of becoming a thoughtful practitioner, a creative teacher. It is the difference between teacher training and teacher preparation and between vocational education and intellectual education. It is the bridge between theory and practice and reconstituted theory and subsequent practice. (p. 166)

Narrative is often used for this reflection and is woven throughout the curriculum. Additionally, Collier (1999) relates that if teacher educators facilitate this ability to reflect in the first years of a teacher preparation program, the effectiveness of reflection during student teaching will be increased.

While the professional study and field experiences components of teacher preparation programs are comprised of many various elements, two seem most relevant at the turn of the twenty-first century, the use of technology in teaching and the issue of diversity in education. Regarding technology, many of the new standards set by both state and national accrediting policies address the effective

use of technology as an important component in teacher preparation programs; certainly, if technology is going to be an integral part of the K-12 system, its effective use must be addressed during the preservice teacher's education. In fact, in 1995, NCATE revised its guidelines to require teacher education candidates to gain knowledge and abilities in the effective use of technology. Also, the International Society for Technology in Education has established standards to specify what teachers should know and be able to do with technology when they enter the profession (Strudler, Handler & Falba, 1998). This issue is complicated by the fact that teacher education faculty training in the use of technology is often necessary, but effective programs are being developed to address this (Falba, Strudler & Bean, 1999).

The issue of diversity in education is even more complicated. The disparity between the ethnicity of the teaching force and the student population was addressed in the first chapter as it examined the need for increasing the minority presence in the profession. But teacher preparation institutions must help all preservice teachers, regardless of their ethnicity, respond appropriately to the many facets of diversity in schools. Ducette, Sewell, and Shapiro (1996) identify learning styles, learning disabilities, giftedness, gender, social class, sexual differences, and ethnicity/race as some of the types of diversity that teachers need to address today. They stress the need to help preservice teachers confront their own beliefs regarding differences and "make diversity a central, positive theme in our teaching and learning" (p. 370). To do this, helping

preservice teachers respond appropriately to all facets of diversity in schools must be addressed throughout the teacher education curriculum.

In a recent article in *Harvard Educational Review*, Marilyn Cochran-Smith addresses specifically the issue of racism (2000a). She contends that it is necessary to "unlearn" racism in teacher education, and that narrative can be an effective tool in doing this. However, to do this, teacher educators must question assumptions that perpetuate racism that are embedded in the curriculum by "reading the curriculum as racial text" (p. 185), and they must be willing to "struggle along with others in order to unlearn racism" (p. 158). Also, each teacher educator must be able to accept "complicity in maintaining existing systems of privilege and oppression" and be able to admit failure to effect needed change (p. 186). While not relating exactly how to "unlearn" racism, Cochran-Smith clarifies some of the questions that need to be dealt with and how narrative can be used to do this.

Conclusion

This brief review of the content and theoretical base of the professional study and field experience components of current teacher preparation programs has concentrated on major approaches to these areas and current issues that permeate the curriculum. It indicates that typically these components are based on constructivist theories that promote the development of the reflective practitioner; also, this curriculum stresses the importance of using technology for effective teaching and a positive approach to addressing diversity in schools.

This brief curriculum review followed a snapshot of the current national situation which showed that after the latest wave of reforms begun in 1982, teacher preparation programs are increasing in length and in the amount of student assessment required. The chapter also gave an overview of the role of community colleges in higher education and teacher education in the United States.

In the next chapter, documents which specifically address teacher education in Missouri and at community colleges in Missouri will be analyzed carefully. The results of this document review and the findings from the review of literature will then be synthesized and used to guide the development of an appropriate teacher education program during the freshman and sophomore years.

Chapter 3

Methodology

The previous chapter examined literature relevant to developing an effective teacher education program at a community college. Now, Chapter Three describes the methods used in this study to ascertain specifically what curriculum is most effective for the Jefferson College teacher education program. This qualitative study used document reviews to analyze carefully three relevant documents: the Missouri Standards for Teacher Education Programs (MoSTEP), the Statewide Teacher Education Articulation Project (STEAP) guidelines, and *Credit Transfer: Guidelines for Student Transfer Among Missouri Colleges and Universities*. These documents are contained in Appendix A (MoSTEP), Appendix B (STEAP guidelines), and Appendix C (*Credit Transfer*).

Research Design

The research question for this study is: What is the most effective curriculum for Jefferson College's teacher education program? The purposeful sample of documents to be analyzed has been selected from the population of all documents providing recommendations regarding Jefferson College's teacher education program. This sample provided an overview of statewide recommendations from a comprehensive higher education perspective (MoSTEP and *Credit Transfer*), and from a more specific community college perspective (STEAP guidelines). While national standards have influenced MoSTEP, no national standards directly regulate teacher education programs in Missouri, so the

national perspective was represented by the conclusions from the literature review, which were then synthesized with the results of this document review.

The first document reviewed was MoSTEP, which specifies the standards by which all teacher education programs must be approved. MoSTEP consists of eight standards; Standard One contains ten quality indicators based on the Interstate New Teacher Assessment and Support Consortium performance-based standards for beginning teachers which were published in 1992, as discussed in Chapter 1. These performance indicators delineate what students should know and be able to do when they complete an approved teacher education program, and an analysis of these indicators provided guidance regarding the content of an effective program. Standards Two through Eight reflect national standards such as those established by NCATE regarding conceptual framework, clinical experience, student population, faculty qualifications, governance, professional community, and resources. All teacher preparation programs in Missouri must be approved by these standards so the requirements delineated by these standards must be met in an effective program at Jefferson College.

The STEAP guidelines are also statewide in their focus, but they speak to only the first two years of a baccalaureate program. During the large group meetings of STEAP, the Missouri Department of Elementary and Secondary Education (DESE) invited representatives of all approved teacher preparation programs in Missouri, both two- and four-year, to identify collaboratively what students should know and be able to do at the mid-preparation point of their

baccalaureate program. The concept was not directed just at community college students, but addressed what experiences students should have in college before they gained formal admittance into an initial teacher preparation program, regardless of where they began their college education. It is important to note that the idea was not to relegate certain subjects to the freshman and sophomore years, but to identify knowledge and skills that need to be introduced during these early years of study so that students will be prepared to address these issues again at more sophisticated levels during the last half of the baccalaureate program.

Then, using the beginning teacher standards delineated in MoSTEP, the members of STEAP developed a draft of rubrics designed to evaluate whether students had gained the knowledge and skills necessary to be admitted formally as juniors into an initial preparation program. Both of these sets of STEAP guidelines provided direction specifically regarding the content of an effective curriculum in a community college teacher education program.

Moving from a focus specifically on teacher preparation programs to a broader focus on transfer issues, the last document reviewed was *Credit Transfer: Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities*. Adopted in June 2000 by the Missouri Coordinating Board for Higher Education (CBHE), this document delineates the Board's policy to facilitate student transfer between colleges and universities in the state. This governs all Missouri institutions of higher education and those independent institutions which are signatories to the policy.

The document specifies ten guiding principles regarding transfer of credit among institutions of higher education in the state. It also provides a general education framework, which includes the goals and competencies to be met within a 42-credit-hour block. Teacher preparation programs must carefully select courses to satisfy this state-prescribed general education core that also will serve the needs of the preservice teacher regarding certification and content knowledge. With this in mind, the elements of this document provided much guidance for the design of the teacher preparation curriculum at Jefferson College.

The quality criteria used to help discover the answer to the research question were:

1. Effectiveness in preparation for coursework at the senior institution
2. Effectiveness in preparation for direct work with students
3. Effective course content/experiences related to philosophy and history of educaiton
4. Effective course content/experiences related to student learning processes
5. Effective course content/experiences related to society and students
6. Effective course content/experiences related to teaching methods and pedagogy
7. Effective course content/experiences related to practical experiences
8. Other effective course content and/or experiences
9. Other effective factors

These quality criteria allowed the researcher to discover what the three

documents reveal as the most effective curriculum for the teacher education program at Jefferson College.

The following planning matrix gives visual representation to this research design:

Research Question	**Data Collection**	**Sample**
What is the most effective curriculum for Jefferson College's teacher education program?	Document review	*Population*: Relevant documents *Representational Sample*: -MoSTEP -STEAP guidelines -Credit Transfer
Time Line	**Quality Criteria**	
1st: MoSTEP 2nd: STEAP 3rd: Credit Transfer	*Effectiveness in*: -preparation for coursework at the senior institution -preparation for direct work with student *Effective course content/experiences related to*: -philosophy and history of education -student learning processes -society and students -teaching methods, pedagogy -practical experiences *Other effective course content/experiences* *Other effective factors*	

Table 4: Research Study Planning Matrix

Once the documents were thoroughly reviewed, the data were coded and organized. Patterns and emergent themes were noted, and these were analyzed to answer the research question. The results from this analysis were then synthesized with the conclusion regarding best practices from the document review. These combined data provided a basis for an effective teacher preparation curriculum at Jefferson College.

Conclusion

This chapter has presented the research methodology employed for this project. The next chapter will present the results of this research.

Chapter 4

Presentation of Results

Chapter Three related the methods used in this qualitative study to ascertain the best curriculum for Jefferson College's Teacher Education Program. This chapter presents the results of the document analyses and then synthesizes these results with the conclusions drawn from the literature review regarding best practices. The writer then uses this synthesis to develop an appropriate curriculum for teacher preparation at the community college level.

Document Review Results

The writer organized the quality criteria used to help discover the answer to the research question into two major areas: (1) effective course content in preparation for coursework at the senior institution, and (2) effective course content in preparation for direct work with students. The indicators within these major areas included course content and/or experiences related to (3) philosophy and history of education, (4) student learning processes, (5) society and students, (6) teaching methods/pedagogy, and (7) practical experiences, in addition to (8) other effective course content and/or experiences and (9) other effective factors.

As the researcher worked to categorize data using these quality criteria, it became apparent that the first criterion was inappropriate to be used with these documents. The documents spoke to course content, experiences, and other factors that were effective in the preparation of teachers, but they did not speak to

preparation for advanced coursework. Since all of the data fell under the major area described in criterion two (effective course content in preparation for direct work with students), the researcher decided not to use either of the first two criteria, but used criteria three through nine to complete the study. The raw data categorized under each quality criterion can be found in Appendix D, first listed under each document and then aggregated for all documents reviewed. Before analyzing the aggregated data, the writer will briefly summarize what patterns and emergent themes were found in each document individually.

The first document analyzed was the Missouri Standards for Teacher Education Programs (MoSTEP), which delineates the standards for all teacher education programs in Missouri. While the data provided evidence related to the content of courses in an effective curriculum, the first thing the researcher noticed was the large number of items under criterion nine (other effective factors), which delineated 11 issues drawn from MoSTEP that pointed to the importance of concerns outside the curriculum itself, but that influence the effectiveness of the curriculum. The next largest number of items under any one criterion was seven, which appear under the criterion relating to pedagogy. Finding a preponderance of data under that indicator was not surprising, but finding this emphasis on extracurricular factors revealed that the researcher's focus on course content was shortsighted. Certainly a much broader view must be kept in order to truly achieve the most effective curriculum.

The number of times diversity and multiculturalism were noted in the data

showed the importance of these themes in an appropriate curriculum. Not only did the document indicate the importance of preservice teachers understanding and working effectively with diverse learners, but it also indicated the importance of a multicultural, global perspective in the conceptual framework upon which the entire program is based and in the general education component of the curriculum. Diversity and multiculturalism need to be incorporated throughout an effective program in order to respond appropriately to the importance placed on these themes.

The overall pattern that emerged in the data from MoSTEP showed a teacher preparation program based on a well-defined conceptual framework that contains general education and content knowledge, along with professional studies that included the study of pedagogy, reinforced with field experiences. Other important elements consisted of the use of reflecting in action, the importance of planning and assessment, and the need for continual professional development. The program indicated by this data is comprehensive; it addressed experiences and content that could not all be completed in the first half of a baccalaureate degree.

The next document, STEAP guidelines, served to narrow the focus of an effective teacher preparation program to experiences and course content for the first two years. This document contains two sections. The first section explains areas of program emphasis and cross-curricular themes that the STEAP work group believed should be included during the first half of a baccalaureate degree

in teacher education. The second section relates benchmarks that are to be used to determine whether students at this mid-preparation point have met the beginning teacher standards delineated in Standards 1.2.1 through 1.2.10 of MoSTEP. These benchmarks assess the effectiveness of two-year programs by assessing what the students know and are able to do.

The STEAP guidelines focus on course content and experiences and do not address the broader issues outside the curriculum, but the data from this document were very useful in determining the composition of the new curriculum at Jefferson College. The areas of program emphasis and cross-program themes, in particular, provide data which specifically address quality criteria four, six, seven and eight. Besides reinforcing the importance of general education and the concepts of diversity and reflection, this section of the STEAP guidelines introduces new themes such as the importance of developing a foundational knowledge of life-span human development and an ability to use technology in the teaching/learning process.

The second section of the STEAP guidelines also reinforces several of the themes from MoSTEP, since they are based on some of the same standards. However, they also narrow the focus to what a student should know and should be able to do at mid-preparation. The theme of observation receives more emphasis than actual teaching experiences in a classroom, but the importance of reflection remains. Also, the College Basic Academic Subjects Examination (CBASE) emerged as an exit assessment for mid-preparation students. While MoSTEP

addresses assessment at the end of a baccalaureate program, STEAP establishes these guidelines for mid-preparation students.

With the data from the STEAP guidelines, the content of the professional studies and field experiences components of the curriculum became better defined. Although the STEAP document strongly emphasized the importance of general education in the first two years, the researcher gained no new insights about the general education component. However, the next document would clarify the content of this component of the curriculum.

The two elements of *Credit Transfer: Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities* that provided data for this study were the Guiding Principles and the Statewide General Education Policy. Once again, much of the data addresses issues already introduced in either MoSTEP or STEAP, but some of the data from this document elaborates on issues related to transfer from two- to four-year institutions, which were mentioned under criterion nine.

The most important data derived from this document specify the structure of the general education component as a block of courses consisting of two areas: skills (viz., communicating, higher-order thinking, managing information, and valuing) and knowledge (viz., social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences). The data from this policy address the two major overriding issues of this project: quality education and articulation with senior institutions. The data establish a uniform framework that

provides a strong liberal arts base for all higher education students that will articulate with all other public and signatory institutions. With the final component of the curriculum addressed, the writer will now analyze the aggregated data.

When the writer combined all of the data from the three documents, 49 subcategories emerged under the seven remaining criteria. The researcher's first attempt to organize these data resulted in even more categories (nine), but the subcategories were narrowed to those relevant to a two-year program, restated for clarity, and combined when appropriate. This process resulted in an outline that began to reveal a picture of a teacher preparation program. Simply looking at this outline, the researcher could detect two major areas that needed to be addressed when developing an appropriate programs: curricular concerns and extra-curricular issues.

Within the curricular area, the categories were mostly grouped under content headings (e.g., general education, content courses, knowledge of the field, human development, pedagogy, and field experience). When viewed as a complete two-year program, the categories fell nicely into two groups: liberal arts and the study of education as a field of inquiry, as shown in tables five and six.

LIBERAL ARTS
4. General Education
▸ Arts, communications, history, literature, math, philosophy, sciences, social sciences with multicultural perspective that are in a 42-hour block consisting of two areas: skills (communicating, higher-order thinking, managing information, and valuing) and knowledge (social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences)
5. Content courses
▸ Knowledge of the applicable certification/endorsement areas
▸ Multicultural perspective

Table 5: Liberal Arts Component

STUDY OF EDUCATION AS A FIELD OF INQUIRY

1. Professional Studies

- Philosophy (including conceptual framework/knowledge base/theories/research)
- History of education/current trends
- Ethics
- Continual professional growth (including professional organizations/conferences)
- Professional relationships (colleagues, parents, educational partners)

2. Human development

- Life-span growth and development
- Cognitive development (including learning theories)
- Behavior (including motivation and discipline)
- Diversity of learners (including learning styles, environmental influences)

6. Pedagogy

- Making content meaningful to children
- Curriculum development, long-range planning, and effective assessment based on performance standards
- Promoting active learning, self-motivation, positive social interaction for all learners
- Faculty modeling best practices
- Reflecting in action
- Effective communications
- Use of technology to teach

7. Field experience

- Diverse situations where theories are related to actual practice
- Directed field experiences at all appropriate levels under qualified supervision and including reflection
- Use of performance standards-based curriculum that promotes critical thinking and problem solving
- Use of effective verbal, non-verbal, and media communication to promote active inquiry, collaboration, and supportive interaction

Table 6: Professional Studies Component

However, one category, diversity, reached across all categories. In addition, there was the group of data that addressed issues outside the curriculum. Tables seven and eight depict these last two categories.

CROSS-CURRICULAR
1. Diversity
▸ General Education
▸ Content courses
▸ Conceptual framework
▸ Clinical experiences
▸ Student body/faculty

Table 7: Cross-Curricular Aspects

EXTRACURRICULAR
1. Recruitment/retention plan - student and faculty (diversity)
▸ Admissions policies for transfer, non-traditional, diverse students
2. Appropriate organization, administration and resources to support the program
3. Systematic program review process
▸ Use of written, accepted conceptual framework as base
▸ Assessment of student outcomes (program and course specific; multiple measures; student portfolios to verify knowledge, skills, and application in diverse settings; surveys regarding former students)
▸ Assessment of student advisement (including monitoring student progress)
▸ Assessment of faculty (including qualifications, participation with P-12 schools, teaching loads, professional development)
▸ Cycle including revisions based on findings
4. Articulation issues worked out jointly with receiving institutions
▸ Agreements supporting associate degree attainment before transfer

Table 8: Extracurricular Issues

Conclusions Regarding Best Practices

Before these categories could be refined into courses, the researcher needed to examine the literature review to determine the best practices in teacher education. The review of literature indicates that research supports a constructivist theoretical base for teacher preparation programs; typical programs include a professional study and field experience component in addition to the liberal arts component. Also, these programs promote the development of the

reflective practitioner, stress the importance of using technology for effective teaching and foster a positive approach to addressing diversity. One key element of a successful program is the presence of a well-defined, knowledge-based conceptual framework which provides a foundation for curriculum development. Therefore, the researcher developed such a conceptual framework for Jefferson College's Teacher Education which would clarify best practices from the review of literature. This framework, then, can be used with the data from the document review to design an effective curriculum.

Jefferson College Teacher Education Program Conceptual Framework

The vision and the purpose of Jefferson College's Teacher Education Program is to facilitate the development of effective professional teachers by providing a sound foundation in the liberal arts and in teacher education. This foundation not only enhances the educational experiences of preservice teachers at the senior institutions, but also positively affects the quality of their performance in the birth through twelfth grade (B-12) classroom setting.

The Jefferson College Teacher Education Program is based on a constructivist approach to teaching and learning. A large body of research supports this theoretical base (see Black & Ammon, 1992; Brooks & Brooks, 1993; Fosnot, 1989; Fosnot [Ed.], 1996; Murray [Ed.], 1996; Oldfather, Manning, White & Hart, 1994; Richardson [Ed.], 1997; Steffe & Gale [Ed.], 1995). This approach differs from the transmission model of teaching, which sees "learning as the acquisition of specific facts, rules, and attitudes that are picked up by

exposure" (Fosnot, 1996, p. 206). Instead, the constructivist sees students as active participants in generating their own knowledge as they attempt to make sense of what they experience. Based on the theories of Piaget, Vygotsky, Bruner, and Dewey, constructivism promotes the interaction between prior knowledge and new knowledge as the learner internalizes what is being learned and gains true understanding (Richardson, 1997).

While these constructivist theories address how children learn and, therefore, how they should be taught, they also speak to how preservice teachers learn and how they should be taught. In fact, "coherence between the constructivist philosophical and epistemological foundations of these programs, and their structure, curriculum, pedagogy, and means of assessment is of crucial importance" (Oldfather, Manning, White & Hart, 1994, p. 15).

The influence of constructivism reaches throughout the curriculum. An important component of this type of curriculum is the development of the reflective practitioner (Burch, 1999; Collier, 1999; Darling-Hammond & Cobb, 1996). Burch, states, "Reflection is key to our work together as professor and students preparing to be teachers. It is the foundation of becoming a thoughtful practitioner, a creative teacher" (1999, p. 166). Narrative is often used for this reflection and is woven throughout the curriculum. Additionally, Collier (1999) relates that if teacher educators facilitate this ability to reflect in the first years of a teacher preparation program, the effectiveness of reflection during student teaching will be increased.

In addition to reflection, two cross-curricular themes in the Jefferson College Teacher Education Program that seem most relevant at the turn of the twenty-first century are the use of technology in teaching and the issue of diversity in education. Regarding technology, national standards for teacher preparation now address the use of technology in teaching. The International Society for Technology in Education has established standards that specify what teachers should know and should be able to do with technology when they enter the profession (Strudler, Handler & Falba, 1998). If technology is going to be an integral part of the B-12 system, teacher preparation programs must address its effective use throughout the curriculum.

The issue of diversity in education is multifaceted. The disparity between the ethnicity of the teaching force and the student population is increasing, and the need for increasing the minority presence in the profession is essential (Anglin, Mooradian, & Hamilton, 1993). But teacher preparation institutions must help all preservice teachers, regardless of their ethnicity, respond appropriately to the many facets of diversity in schools.

Ducette, Sewell, and Shapiro (1996) identify learning styles, learning disabilities, giftedness, gender, social class, sexual differences, and ethnicity/race as some of the types of diversity that teachers need to address today. They stress the need to help preservice teachers confront their own beliefs about differences and "make diversity a central, positive theme in our teaching and learning" (p. 370). To achieve this goal, Jefferson College's Teacher Education Program

addresses an understanding and appreciation of diversity throughout the curriculum.

By creating an academic culture that is responsive to the needs and diversity of the preservice teacher, the education program models teaching not only from a constructivist philosophy, but also from a multicultural and global perspective. To that end, the conceptual framework of the Jefferson College Teacher Education Program asserts that the Jefferson College Education Student:

1. Actively construct his/her knowledge
2. Increase awareness of self as a learner
3. Recognize that learning is lifelong
4. Understand the importance of a strong role model
5. Observe, describe and reflect on a variety of classroom experiences
6. Understand and appreciate the diverse learner

By adopting constructivist principles in the classroom and in the field-based component, preservice teachers have opportunities to construct their own knowledge about teaching, learning and assessment. The faculty become facilitators and provocateurs to encourage critical thinking, problem solving and inquiry. This spiraling, emerging liberal arts and teacher education curriculum provides a seamless transfer into a senior institution as students progress toward their professional goal of becoming effective classroom teachers.

Curriculum Design

This conceptual framework delineates best practices in teacher education

and can be used in conjunction with the data from the document review to establish an effective curriculum for Jefferson College. First, though, the writer examines the current teacher education courses to see if they meet the demands established in this review.

Jefferson College presently offers a beginning field experience class (Introduction to Classroom Teaching) for all education majors, and four methods courses for elementary teachers (art, music, physical education, and literature). Also, Child Development is available for elementary students, as is Adolescent Psychology for secondary majors. These courses are not part of a cohesive program, but are separate courses, as required by state rule. The current course offerings do not provide the constructivist-based, spiraling curriculum specified in the conceptual framework, nor do they address all of the concepts required by the document review. This disparity between the current curriculum and tenets of an appropriate curriculum discovered by this project necessitate the development of a new curriculum. The next step, then, is to examine each category as delineated in the tables found earlier in this chapter and develop a curriculum that embodies the concepts found under each category and the tenets found in the conceptual framework.

Under the Liberal Arts category (Table 5), two concepts are addressed: general education and content courses. The general education curriculum must meet the course and content requirements specified in the data, including a multicultural perspective. The following 43 credit hours are organized using the

general education guidelines from *Credit Transfer*.

I. SKILLS AREAS

Communicating

State-Level Goal: To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically, and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

9-Credit-hour requirement: English Composition I, English Composition II, and Oral Communications or Public Speaking.

Higher-order Thinking

State-level Goal: To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

3 Credit-hour Requirement from the following: Logic, Introduction to Philosophy, World Religions, or Ethics (in combination with other areas).

Managing Information

State-level Goal: To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

No credit-hour Requirement. Covered by English Composition I, English Composition II and the computer-literacy requirement.

Valuing

State-level Goal: To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others, and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

No credit-hour Requirement. Covered by courses under Communicating, Higher-order Thinking and Humanities/Fine Arts areas.

II. KNOWLEDGE AREAS

Social and Behavioral Sciences

State-level Goal: To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)

12 Credit-hour Requirement: Geography, General Psychology, Concepts in American Culture, and US & Missouri Governments and Constitutions.

Humanities and Fine Arts

State-level Goal: To develop students' understanding of the ways in which

humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

9-Credit-hour Requirement: Art Appreciation, one literature class, and Ancient and Medieval Civilization **or** Renaissance to Modern Europe **or** Eastern Civilization.

Mathematics

State-level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems, and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)

3-Credit-hour Requirement: Structure of the Real Number System (early childhood and elementary majors) or College Algebra (secondary education majors).

Life and Physical Sciences

State-level Goal: To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand

how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

7-Credit-hour Requirement: (one of the following must have a lab) Biological Science and Physical Science.

This block of courses fully complies with the requirements delineated in *Credit Transfer*. It also addresses the concepts in MoSTEP and STEAP, including a global perspective.

The courses used to fulfill the content area subcategory are more difficult to designate, as they will be dependent on the specific certification area within teacher education. For this reason, these courses will not be specified, but will be addressed in the free electives available within the Associate of Arts Degree.

The next category is the Study of Education as a Field of Inquiry. Employing the theoretical foundations established in the conceptual framework of a spiraling, constructivist-based curriculum, the researcher developed six courses which satisfy the concepts established in the document review as delineated in Table 6. The concepts addressed in each course are delineated in the following tables. The "+" sign at the end of a course content statement indicates that this concept is addressed in more than one course. These six courses make up a 14-credit-hour teacher education core. The first course (Exploring the Field of Education) and the last course (Portfolio) are one-credit-hour courses that frame the other courses by providing an introduction and a final synthesis for the learner.

Exploring the Field of Education (1 credit hour)

- Ethics+
- Continual professional growth (including professional organizations/conferences)+
- Professional relationships (colleagues, parents, educational partners)+
- Faculty modeling best practices+
- Reflecting in action+
- Effective communications+
- Directed field experiences at all appropriate levels under qualified supervision and including reflection in diverse situations where theories are related to actual practice+

Table 9: Exploring the Field of Education Course Content

Exploring the Field of Education is an introductory course for all education majors, and it is also a course that could be taken by students who are interested in teaching to help them make a final decision about a teaching career. Along with information regarding the teaching profession, this course requires nine hours of observation in three settings: three hours each in high school, middle school, and elementary/early childhood as students begin to develop the ability to write reflective narratives. Also, students begin their personal portfolios that continue to develop throughout their program and culminate in their final course.

Foundations of Education (3 credit hours)

- Philosophy (including conceptual framework/knowledge base/theories/research)
- History of education/current trends
- Ethics+
- Continual professional growth (including professional organizations/conferences)+
- Faculty modeling best practices+
- Reflecting in action+
- Effective communications+
- Directed field experiences at all appropriate levels under qualified supervision and including reflection in diverse situations where theories are related to actual practice+

Table 10: Foundations of Education Course Content

While addressing the standard content as shown in Table 10, this course also focuses on current issues in public schools such as diversity and the use of technology. Proficiency in observation and reflection will be stressed again as the student spends 12 hours in the field. This course also provides the preservice teacher's first experience developing a personal statement of educational philosophy.

Introduction to Teaching, Learning & Assessment (4 credit hours)
▸ Professional relationships (colleagues, parents, educational partners)+
▸ Making content meaningful to children
▸ Curriculum development, long-range planning, and effective assessment based on performance standards
▸ Promoting active learning, self-motivation, positive social interaction for all learners
▸ Faculty modeling best practices+
▸ Reflecting in action+
▸ Effective communications+
▸ Use of technology to teach+
▸ Directed field experiences at all appropriate levels under qualified supervision and including reflection in diverse situations where theories are related to actual practice+
▸ Use of performance standards-based curriculum that promotes critical thinking and problem solving
▸ Use of effective verbal, non-verbal, and media communication to promote active inquiry, collaboration, and supportive interaction

Table 11: Introduction to Teaching, Learning & Assessment Course Content

Introduction to Teaching, Learning & Assessment provides a beginning knowledge of constructivist theory, including basic strategies for instruction, for example, supporting diverse learners, integrating technology, motivating students, managing behavior, and organizing daily classroom routines. Once again, this course employs structured field experiences, as the student spends nine hours observing and interacting in the B-12 classrooms. It is important to remember that this course merely provides an introduction to these concepts, which the student will study in depth at the senior institution.

Human Development (3 credit hours)
- Lifespan growth and development
- Cognitive development (including learning theories)
- Behavior (including motivation and discipline)
- Diversity of learners (including learning styles, environmental influences)
- Faculty modeling best practices+
- Reflecting in action+
- Effective communications+
- Directed field experiences at all appropriate levels under qualified supervision and including reflection in diverse situations where theories are related to actual practice+

Table 12: Human Development Course Content

This course replaces Child Development for elementary majors and Adolescent Psychology for secondary majors and covers human development from birth through death. This lifespan overview gives students a much broader perspective; specifics regarding the appropriate age range covered by certification will be acquired at the senior institution. Six hours of observations elucidate theories studied.

Computers for Teaching (2 credit hours)
- Faculty modeling best practices+
- Effective communications+
- Use of technology to teach+
- Directed field experiences at all appropriate levels under qualified supervision and including reflection in diverse situations where theories are related to actual practice+

Table 13: Computers for Teaching Course Content

Computers for Teaching assures that all students have the basic skills needed to use computers both now as learners and later as teachers. Students will find examples of actual computer use to enhance learning during the two hours of observation in the public schools and will reflect on this in written assignments.

Portfolio (1 credit hour)
▸ Faculty modeling best practices+
▸ Reflecting in action+
▸ Effective communications+
▸ Student portfolios to verify knowledge, skills, and application in diverse settings (including evidence of passing the CBASE)

Table 14: Portfolio Course Content

This capstone course allows preservice teachers to provide evidence of their knowledge and abilities at mid-preparation. Perhaps more importantly, the course gives them a period to synthesize and reflect upon what they have experienced.

The six core courses provide preservice teachers with 38 hours of focused field experience in B-12 settings, as they observe and experience concepts studied in the classroom. The courses also provide content delineated in the document, review and reflect the theories established in the conceptual framework.

While the liberal arts and teacher education core provide the courses that make up this preliminary teacher education curriculum, Table 7 delineates that diversity must be confronted across all curricular areas. While this issue cannot be the focus of a separate course, it is addressed in the content of other courses and in the conceptual framework.

All of these components produce a curriculum of 65 credit hours that culminates in an Associate of Arts Degree; while a typical Associate of Arts Degree is only 62 credit hours, or about half of the typical 120-credit-hour baccalaureate degree, this 65 credit hours is about half of the typical education degree of 132 credit hours. The degree is comprised of 43 credit hours in general

education, 14 credit hours in the teacher education core, and eight credit hours of free electives. The following table depicts courses that could be taken to fulfill this curriculum. Since choices are allowed in some of the general education areas, this is not the only combination of courses possible.

General Education:	College Algebra (3)
English Composition I (3)	General Biology (4)
English Composition II (3)	Topics in Physical Science (3)
Public Speaking (3)	**Teacher Education Core:**
World Religions (3)	Exploring the Field of Education (1)
General Sociology (3)	Foundation of Education (3)
General Psychology (3)	Intro to Teaching, Learning, Assessment (4)
Concepts in American Culture (3)	Human Development (3)
US & MO Gov. and Const. (3)	Computers for Teaching (2)
Art Appreciation (3)	Portfolio (1)
American Literature (3)	**Electives** (8)
Ren. to Modern Europe (3)	

Table 15: Teacher Education Program Sample Degree Plan

This curriculum combines the concepts revealed in the document review with the conclusions about best practices drawn from the literature review. It offers students a solid foundation in liberal arts and a beginning knowledge of appropriate pedagogy. The curriculum prepares the preservice teacher for more in-depth study at the senior institution as it lays the groundwork for effective teaching. It introduces students to technology as part of the teaching/learning process and exposes students to an understanding and appreciation of diversity. In short, it provides the most effective curriculum for preservice teachers at Jefferson College.

This research has also shown that the curriculum alone is not sufficient, but that it must be supported by the extracurricular concepts delineated in Table 8.

These include a recruitment/retention plan for students and faculty that values diversity along with an appropriate organizational structure and administrative support. Also, a systematic program review process must be in place to evaluate and improve the program. In addition, faculty must work closely with receiving institutions to assure smooth transfer from two-year to four-year programs. With these extracurricular issues addressed, then the curriculum truly can be effective.

Conclusion

Chapter Four has presented the data from this research study. While an appropriate curriculum has been designed using this data, the researcher also discovered that there are issues outside the curriculum that must also be addressed. Chapter Five summarizes this research project and identifies areas for further study.

Chapter 5

Summary and Discussion

While the previous chapters have examined this Ed. D. Project in depth, the final chapter briefly restates the research problem and reviews the methodology employed. After summarizing the results, the writer discusses implications of these finding and suggests areas for further study.

Statement of the Problem

Reforming our educational system nationally has received much attention, and improving the quality of teacher education has been a part of this discussion. Missouri has been active in these reform efforts, both at the state department and at colleges of education, but up to this point, community colleges have been restricted by state rule from participating. However, a statewide committee recently recommended that this rule be changed, and also proposed a basic description of areas of emphasis and cross-program themes that would best prepare freshman- and sophomore-level students for entrance into a college of education. With this situation in mind, this Ed.D. project developed the most appropriate curriculum for the teacher preparation program at Jefferson College, a Missouri community college.

Review of the Methodology

The research question for this qualitative study is: What is the most appropriate curriculum for Jefferson College's teacher education program? The researcher used document reviews to collect data from three documents germane

to this curriculum. The Missouri Standards for Teacher Education Programs and the Statewide Teacher Education Articulation Project guidelines provided data pertinent to teacher preparation programs in Missouri. Then, *Credit Transfer: Guidelines for Student Transfer Among Missouri Colleges and Universities* revealed essential data about the general education component of this curriculum. The researcher coded and organized the data, and a pattern of a teacher preparation program curriculum began to emerge. Then, the review of literature revealed a summary of best practices which the researcher synthesized with the results of the document reviews. From this combined data, the researcher developed an appropriate curriculum for Jefferson College's preservice teachers.

Summary of Results

The curriculum produced by this study culminates in an Associate of Arts degree composed of 65 credit hours in two major areas: general education and electives. The 43-credit-hour general education component comprises approximately two-thirds of the curriculum. The remaining 22 credit hours encompass the teacher education core, plus free electives. Table 16 provides an overview of this curriculum.

General Education	**43 credit hours**
Electives	**22 credit hours**
Teacher Education core: 14 credit hours	
Free Electives: 8 credit hours	
Total	**65 credit hours**

Table 16: Overview of Curriculum

The general education curriculum contains two areas: skills and knowledge. The skills area includes 12 credit hours in communicating, higher-order thinking, managing information, and valuing. The knowledge area requires 31 credit hours addressing the social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences. This part of the teacher education program provides a well-rounded liberal arts foundation.

The major revisions initiated by this research project involved the courses within the elective component of the curriculum. These courses provide all education majors with a base knowledge in the study of education as a field of inquiry. Concepts studied in the classroom are reinforced by 38 hours of focused field experience in the birth through twelfth grade (B-12) classroom setting. Courses within this core are listed in Table 17.

Teacher Education Core Courses:	
Exploring the Field of Education	1 credit hour
Foundations of Education	3 credit hours
Introduction to Teaching, Learning & Assessment	4 credit hours
Human Development	3 credit hours
Computers for Teaching	2 credit hours
Portfolio	1 credit hour
Total	**14 credit hours**

Table 17: Teacher Education Core

The remaining eight credit hours within the elective component are free electives. Education students can use these credit hours to take more courses in their certification area (e.g., math classes for students who want to teach high school math).

The researcher developed these courses based on the conceptual framework which was drawn from the summary of best practices from the review of literature in chapter two. This conceptual framework establishes a constructivist theoretical foundation and advocates addressing the issues of reflection, technology, and diversity throughout the curriculum.

The curriculum developed by this Ed.D. project offers students both a solid foundation in liberal arts and a beginning knowledge of appropriate pedagogy. This educational program lays the groundwork for effective teaching, while it provides a seamless articulation into an approved college of education in Missouri and is the best curriculum for Jefferson College's Teacher Education Program.

Discussion

The purpose of this Ed.D. Project, as defined in the research question, was to develop a teacher preparation curriculum for a community college in Missouri. While this specific goal has been reached, there are concerns still to be addressed. In chapter four, the researcher identified that for this program to be truly effective, it must be supported by extracurricular concepts such as an effective recruitment/ retention plan for students and faculty that actively promotes diversity. Also, appropriate administrative organization and support is essential.

Perhaps of most importance, though, is designing and implementing a systematic program review process that is an ongoing part of the teaching/ learning process. The writer believes that more research must be completed to

develop a system that employs multiple measures of both formative (e.g., assessment of student outcomes in all classes) and summative (e.g., the success of graduates) evaluations of all aspects of the program. To delineate this process, a written plan, based on the conceptual framework, needs to be established.

Another administrative issue that needs to be addressed involves the Associate of Arts Degree. This degree does not specify a particular major, but signifies that the student has completed the requisite general education and electives to earn a liberal arts degree. How, then, is a college to communicate that a student has completed the teacher education program within this liberal arts degree? Faculty, administrators, and the registrar need to work together to find a suitable answer to this question. Perhaps a special designation could be included on the transcript to guarantee the receiving institution that the student has successfully completed the teacher education program and is ready to be admitted formally into a college of education.

Once Jefferson College has approved the new curriculum, how will the transition from the current system be handled? As mentioned earlier, there are already hundreds of students pursuing teacher education at Jefferson College. How can the needs of these students, who have begun the current curriculum, be met while meeting the needs of the students beginning the new program? The teacher education faculty must work with the receiving institutions to avoid possible articulation problems.

The issues raised show that while this research project has established an

appropriate curriculum, this curriculum is only a starting point for establishing the entire teacher preparation program at Jefferson College. If this program is to achieve the ultimate goal of improving the teaching force in the United States, the responsible parties at Jefferson College must now reach out to the larger community by inviting representatives from other institutions of higher education and from the local B-12 systems to examine this curriculum and provide input regarding its strengths and weaknesses. Also, faculty from the general education component must become involved in the development and implementation of a final product; after all, they will provide the bulk of the credit hours in the program, and they must help carry out the tenets established in the conceptual framework.

Since this research project specifically addresses one community college, the conclusions reached are not meant to be generalized for all two-year colleges, but this study can provide a basis for similar analysis at other institutions. So, while much has been accomplished in this research project, further issues are still to be addressed. Further research will clarify the role of the community college in improving teacher preparation in the United States.

APPENDIX A

MoSTEP

Missouri Standards for Teacher Education Programs (MoSTEP) Effective September 1, 1999

Category I. Design of Professional Education

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.

1.1 General Studies for Initial Teacher Preparation (Initial)

The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.

Quality Indicators:
1.1.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
1.1.2 The general studies incorporate multi-cultural and global perspectives.

1.2 Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation (Initial)

The unit ensures that candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.

Quality Indicators:
1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Performance Indicators:

The preservice teacher
1.2.1.1 knows the subject(s) applicable to the area(s) of certification or endorsement (defined by *Subject Specific Competencies for Beginning Teachers in Missouri*)
1.2.1.2 presents the subject(s) in multiple ways;
1.2.1.3 uses students' prior knowledge;
1.2.1.4 engages students in the methods of inquiry used in the subject(s);
1.2.1.5 creates interdisciplinary learning.

1.2.2 The preservice teacher understands how students learn and develop, and

provides learning opportunities that support the intellectual, social, and personal development of all students.

Performance Indicators:

The preservice teacher
1.2.2.1 knows and identifies child/adolescent development;
1.2.2.2 strengthens prior knowledge with new ideas;
1.2.2.3 encourages student responsibility;
1.2.2.4 knows theories of learning.

1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators:

The preservice teacher
1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
1.2.3.3 knows when and how to access specialized services to meet students' needs;
1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators:

The preservice teacher
1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Indicators:

The preservice teacher
1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators:

The preservice teacher
1.2.6.1 knows motivation theories and behavior management strategies and techniques;
1.2.6.2 manages time, space, transitions, and activities effectively;
1.2.6.3 engages students in decision making.

1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators:

The preservice teacher
1.2.7.1 models effective verbal/non-verbal communication skills;
1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
1.2.7.4 uses a variety of media communication tools.

1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Performance Indicators:

The preservice teacher
1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student

progress and performances, and to modify instructional approaches and learning strategies;
1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

1.2.9 The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Performance Indicators:

The preservice teacher
1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practices, their influences on students' growth and learning, and the complex interactions between them;
1.2.9.2 uses resources available for professional development.
1.2.9.3 practices professional ethical standards.

1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Performance Indicators:

The preservice teacher
1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
1.2.10.3 seeks opportunities to develop relationships with parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
1.2.10.4 identifies and uses appropriate school personnel and community resources to help students reach their full potential.

Standard 2: PROGRAM and CURRICULUM DESIGN (Initial and Advanced)

The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Quality Indicators:

2.1 The conceptual framework is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

2.1.1 The framework is defined and makes explicit the professional commitments,dispositions, and values that support it, including the commitment to acquire and use professional knowledge.

2.1.2 The framework includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.

2.1.3 The framework reflects multi-cultural and global perspectives.

2.1.4 The framework and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.

2.2 Coherence exists between the conceptual framework and student outcomes, courses, field experiences, instruction, and evaluation.

2.3 The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework and programs.

Standard 3: CLINICAL EXPERIENCES (Initial and Advanced)

The professional education unit ensures that clinical experiences for programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.

Quality Indicators

3.1 Preservice preparation programs include clinical experiences in which candidates can observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.

3.2 The professional education unit selects clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate

principles and theories to actual practice. The clinical experiences will be varied and include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.

3.3 Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers.

3.4 Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.

3.5 The professional education unit provides quality clinical sites in which candidates may develop the required knowledge and exhibit required performances.

3.6 Candidates seeking endorsements or licenses for more than one grade or developmental level shall be assigned to clinical experiences at such levels.

3.7 Culminating clinical experiences (student teaching, practicum, or internship) shall be at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who is certified in the appropriate area.

3.7.1 Culminating clinical experiences shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.
3.7.2 When possible, the supervising school professional shall be selected collaboratively by the professional education unit and the site administrator.

Category II. Candidates in Professional Education

Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT POPULATION (Initial and Advanced)

The unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.

4.1. Diverse Student Population

The unit commits outreach efforts, scholarships, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

Quality Indicators:
4.1.1 The unit has established resources, goals and measures for recruiting,

admitting and retaining a diverse candidate pool.

4.1.2 The unit's efforts and success in meeting its goals for recruiting, admitting and retaining candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as needed, its plans for future efforts.

4.1.3 The unit monitors admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

4.2 Qualification of Candidates

A comprehensive system is used to assess the qualifications of candidates seeking admission.

Quality Indicators:
4.2.1 The criteria for admission to undergraduate, graduate, and post-baccalaureate initial teacher preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, background screening, and background checks for felony conviction(s).

4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.

4.2.3 The unit has an admission policy for the following categories of students:

a) transfer students (including mutually agreed upon articulation with Missouri Community Colleges)
b) non-traditional students
c) diverse students

4.3 Monitoring and Advising the Progress of Candidates (Initial and Advanced)

The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The program includes multiple, developmental, and diverse opportunities for growth.

Quality Indicators:
4.3.1 The unit has and uses developmental benchmarks to determine whether or not candidates have prerequisite knowledge and skill to advance to the next program level, ensuring that those who are not able to demonstrate proficiency at

any point have opportunities appropriate to their individual learning needs to increase their level of proficiency.

4.3.2 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and time lines, and students are advised about their progress.

4.3.3 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, research and concept papers), and recommendations from appropriate professionals in schools.

4.3.4 Assessment data are systematically used to assist candidates who are not making satisfactory progress.

4.3.5 Criteria consistent with the conceptual framework(s) of programs and consistent with State Board standards (i.e., beginning teacher standards, beginning administrator standards) are used to determine eligibility for student teaching and other professional internships.

4.3.6 The professional education unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or culminating field-based experiences (i.e., the successful completion of the prescribed Missouri State Board of Education entry examination).

4.3.7 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.

4.3.8 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

4.4 Ensuring the Competence of Candidates (Initial and Advanced)

The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for certification of licensure to teach.

Quality Indicators:
4.4.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program consistent with State Board of Education

adopted performance standards.

4.4.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

4.4.3 The unit ensures that students exiting educator preparation programs have constructed a professional portfolio which contains evidence of learning accomplishments related to State Board of Education adopted performance standards. The portfolio shall contain evidence to verify knowledge, skills, and abilities, and application with various types of students and/or adults and in various settings. Such portfolio may include but need not be limited to (i) summaries of professional and student research, (ii) videotapes of actual performance in the student's area of specialization or endorsement, (iii) examples of self-analysis and reflection of progress, (iv) formative and summative assessments of performance in academic, clinical, and field-based experiences, (v) and evidence of state-adopted licensing assessment results.

4.4.4 The unit requires its candidates to successfully complete the appropriate exit assessment identified by the Missouri State Board of Education prior to recommending the candidates for certification.

4.4.5 The institution recommends for certification only individuals with a 2.5 overall grade point average, with no grade lower than a "C" in any professional education course work who have successfully completed, with a satisfactory rating, the prescribed Missouri State Board of Education examination and other required exit assessments.

4.5 Ensuring the Support of Graduates (Initial and Advanced)

The unit ensures that graduates are well supported during their first two years of professional service.

Quality Indicators

4.5.1 The institution provides follow-up support and tracking for all its first and second-year education professionals in the field, including such things as enabling them to meet together and share their ideas, needs, and information; supporting mentor teachers; and supporting district professionals and schools through visits and assistance where required and possible.

4.5.2 Plans for supporting new education professionals are cooperatively developed and implemented by the institutions, the novice professionals, mentor teachers (where appropriate), and school districts.

4.6 Meeting the Needs of the Profession (Initial and Advanced)

The unit ensures that the program continues to meet the needs of beginning professionals and their employers.

Quality Indicators
4.6.1 The unit seeks and uses data and feedback from its graduates to improve the preparation program.

4.6.2 The unit seeks and uses data and feedback from employers to improve the preparation program.

Category III. Professional Education Faculty

Standard 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, AND DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY AND QUALITY OF INSTRUCTION

The unit has and implements plans to recruit, employ and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

5.1 Faculty Qualifications (Initial and Advanced)

The unit ensures that the education faculty are qualified for their assignments and are actively engaged in the professional community.

Quality Indicators:
5.1.1 Professional education faculty (both full and part time) have earned an advanced degree and have demonstrated competence in each field of specialization that they teach.

5.1.2 Faculty in graduate professional education and in innovative/experimental programs have earned an appropriate terminal degree.

5.1.3 Faculty teaching or supervising teacher education students further their professional development through periodic, direct personal involvement in the schools in grades pre-kindergarten through 12. (Required by Missouri Statute 168.400.3, RSMo.)

5.1.4 Faculty in professional education seek to model and reflect the best practice in the delivery of instruction, including the use of technology.

5.2 Faculty Composition (Initial and Advanced)

The unit recruits, hires, and retains a diverse professional education faculty.

Quality Indicators:
5.2.1 The unit has established goals and measures for recruiting, hiring, and retaining a diverse faculty.

5.2.2 The unit annually evaluates its success in meeting its goals for recruiting, hiring, and retaining a diverse faculty.

5.2.3 If the unit determines that its faculty composition goals are not being met, it has a systematic and well-articulated plan with adequate resources devoted to recruiting, hiring and retaining faculty to achieve its goals.

5.3 Assignments of Professional Education Faculty (Initial and Advanced)

The unit ensures that policies and assignments allow professional education faculty to be involved effectively in teaching, scholarship, and service.

Quality Indicators:
5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

5.3.3 Part-time or adjunct faculty are employed on a limited basis when they can make significant contributions to the programs.

5.4 Faculty Development (Initial and Advanced)

The institution supports and promotes professional development of the education faculty, and the unit has and implements a systematic, comprehensive, written plan for such experiences.

Quality Indicators.
5.4.1 The institution has in place policies, resources and practices which support and ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.

5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.

5.4.3 Faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service.

5.4.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.

5.5 Quality of Instruction (Initial and Advanced)

Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects current research and best practice.

Quality Indicators:
5.5.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

5.5.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.

5.5.3 Teaching reflects knowledge about and experiences with diversity and exceptionalities.

5.5.4 Instruction is continuously evaluated, and results are used to improve teaching within the unit.

Category IV. The Unit of Professional Education

Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced)

Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Quality Indicators:

6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.

6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.

6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.

Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced)

The unit and the professional education community collaborate to improve

programs for the preparation of school personnel and to improve the quality of education in the schools.

Quality Indicators:

7.1 Faculty who teach general education courses, content-area courses, and/or professional studies courses collaborate with each other and with public schools and school-based professionals on the development, implementation and evaluation of professional education programs.

7.2 Clinical and other field-based experiences are collaboratively arranged.

7.3 The program gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.

Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)

8.1 Resources For Operating Unit

The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs.

Quality Indicators:
8.1.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.
8.1.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.
8.1.3 Facilities and equipment are adequate, functional, and well-maintained.

8.2 Resources for Teaching and Scholarship (Initial and Advanced)

The unit has adequate resources to support teaching and scholarship by faculty and candidates.

Quality Indicators:
8.2.1 Support of professional development is at least at the level of other units in the institution.
8.2.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.
8.2.3 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
8.2.4 Library resources provide adequate access, scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition

decisions.
8.2.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.
8.2.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.

APPENDIX B
STEAP Guidelines

PART 2: COMPILED TABLE LISTS

Below is representation of the areas of program emphasis and those themes that the STEAP work group thought should permeate all experiences in the preparation program. Each area and theme is further described below the graphic. Each area and theme is presented with the compiled information from the table lists (see material in square brackets []) and the benchmark statements drafted by one of the tables. Although these descriptors are but possibilities, they assisted the work group in formulating benchmarks for expected performance. Finally, it is important to remember that the contents of these categories represent a compilation rather than a consensus.

Areas of Program Emphasis					
General Studies in the Liberal Arts and Sciences	Tech-nology	Human Growth and Development (Lifespan)	Nature of Learners and Learning	Classroom Manage-ment	Explora-tion of the Profession
Cross-Program Themes					
Observation					
Inquiry					
Critical Thinking					
Reflection					
Communication					
Technology					
Diversity					
Assessment					

Category 1: General Studies in the Liberal Arts and Sciences (1.1.1 ["The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences."] and 1.1 ["knows the disciplines applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies)"]) [methods and tools of inquiry in the disciplines; general education]

(note: the benchmark expectation for this category might be "pass CBASE.")

Category 2: Technology (Internet searching, e-mail, data bases & spreadsheets, presentation software, word processing) [software review; how technology can enhance student learning; multi-media development]

(demonstrate ability to use technology in presentations, telecommunications, and research)

(note: college faculty need to model instructional use of technology)

Category 3: Human Growth and Development (Life Span) [behavioral objectives, developmental theories and milestones; personality development; language development; social development]

(demonstrate knowledge of developmental levels and how that relates to learning)

Category 4: Nature of Learners and Learning (diversity, learning styles, IEPs, critical thinking) [brain-based learning, multiculturalism, reflection on own learning, legal issues surrounding special populations; learning theories; literacy]

(demonstrate knowledge of specific learning theories and some knowledge of classroom application)

Category 5: Classroom Management (basic principles; basic strategies for instruction; student needs; motivation; grouping) [lesson planning; know that there are ways of managing and organizing classrooms that can be learned; transitions; collaborative learning]

Category 6: Exploration of the Profession (legal issues; history and philosophy of schooling [very beginning levels; not comparative]; ethics; professional portfolio; culture of schools; standards and classrooms; surfacing assumptions about schooling, learning, and teaching; collaboration, professional community, group/team building, and networking [community of support services and resources, community of learners] [role of the teacher and the school; organization of schools; career choice & opportunities; relationship between school organization and school mission; professional behaviors, e.g., showing up on time, keeping appointments, meeting deadlines, dressing appropriately; connecting Show Me Standards and curriculum/assessment; school governance and finance; beginning a personal philosophy of teaching]

(demonstrate knowledge of history of schooling, organization and structure of schools, societal factors; begin to develop personal philosophy of education; knows the profession, i.e., ethics, career opportunities, and diversity)

Cross-Program Themes (i.e., the following themes/strands are intended to cross all experiences and above categories)

1. focused observation and direct experience with students; reflection; professional portfolio [interviewing teachers and administrators; diversity in field experiences]

   (note: The following statement reflects a programmatic expectation rather than an overt student expectation: direct interaction with students and reflection on what's happening in the classroom [in diverse and multi-cultural settings.])

2. inquiry [observation skills, data collection, data analysis]
3. critical thinking [problem solving, problem posing; evidence of thinking and questioning throughout coursework; questioning about schools; questioning their innate ability to teach]
4. reflection [reflect critically upon their work; reflect upon their motivation for choosing teaching as a career]
5. effective communication (written, oral, visual; interpersonal; group)

   (demonstrate presentation skills, might include beginning lesson planning and organizational skills)
6. technology ***(note: college faculty need to model instructional use of technology) (demonstrate ability to use technology in presentations)***
7. diversity [reflect upon diversity in relation to coursework and field experiences]
8. assessment (portfolio assessment) [organize a formative professional portfolio that contains evidence of meeting the standards]

   (demonstrates knowledge of self as learner; knows cognitive learning styles)

MoSTEP Mid-Preparation Benchmarks

Standard 1.2.1 - Content

The preliminary candidate teacher demonstrates a basic knowledge of the discipline(s). The preliminary candidate has observed, described, and reflected upon the presentation/teaching of this knowledge and basic tools of inquiry within the P-12 setting. The preliminary candidate has met the state's minimum passing score on the CBASE.

Standard 1.2.2 - Learners

The preliminary candidate demonstrates a basic knowledge of theories and principles of human development and learning. Through description of and reflection on the performance of teachers, P-12 students and themselves, the preliminary candidate demonstrates the awareness of the importance of strengthening prior knowledge with new ideas and encouraging student responsibility.

Standard 1.2.3 - Student Diversity

Through observation, description, and reflection on their own and P -12 students' prior experience, learning styles, strengths and needs, the preliminary candidate recognizes that students differ in their approaches to learning.

Standard 1.2.4 - Curriculum

The preliminary candidate can create and implement simulated or actual classroom learning activities. The teacher observes, describes and reflects upon district, state and national performance standards, individual diversity, and long- and short-term learning goals.

Standard 1.2.5 - Instruction

The preliminary candidate observes, describes, and reflects upon the uses of a variety of instructional strategies in his or her own learning and in that of P -12 students. The teacher recognizes alternative strategies, materials, and technology based on the needs of diverse learners.

Standard 1.2.6 - Classroom and Behavior Management

The preservice teacher demonstrates a basic knowledge of principles of classroom and behavior management, and reflects upon classroom practice in the context of that knowledge.

Standard 1.2.7 - Communication

The preliminary candidate demonstrates effective oral and written communication skills and presentation techniques, including a variety of media communication tools used to foster active inquiry, collaboration, and supportive interaction in classrooms. The teacher demonstrates awareness of and sensitivity to student differences.

Standard 1.2.8 - Assessment

The preliminary candidate demonstrates a basic knowledge of formal and informal assessment strategies. The teacher observes, describes, and reflects upon the use of both formal and informal assessments from his/her own learning experiences and course work.

Standard 1.2.9 - Reflection

The preliminary candidate understands the concept of reflective practice and the importance of continual professional growth. This teacher can articulate professional ethical standards to situations posed to him or her. He or she uses reflection to refine his or her learning and practice. The teacher can begin to articulate and reflect upon a personal philosophy of education.

Standard 1.2.10 - Professionalism

The preliminary candidate fosters appropriate relationships with peers, teachers, and other school personnel to support his or her own learning. He or she demonstrates a knowledge of basic services available in the school and community to support children and their learning. The preliminary candidate observes, describes and reflects upon professional relationships in school settings.

APPENDIX C
Credit Transfer

CREDIT TRANSFER:

GUIDELINES FOR STUDENT TRANSFER AND ARTICULATION

AMONG MISSOURI COLLEGES AND UNIVERSITIES

Adopted June 8, 2000 with Revisions as Proposed by the General Education Steering Committee and a New Format Organization

[Time Line. Within one full academic year after receiving the forms and procedures for review and notification of the general education programs, all public institutions of higher education in Missouri and each independent or proprietary signatory institution will develop, document, and submit a curricular design and assessment plan indicating how that institution plans to implement the statewide general education policy. Institutions unable to meet this time line will submit a progress report indicating what has been accomplished and what needs to be completed.

Institutions are expected to implement the statewide general education program within two years after the approval and publication of the statewide general education policy guidelines. Under unique circumstances, institutions may request a one-year extension from COTA. Students transferring from institutions not in compliance with state policy after the above deadline will have their transcripts evaluated on an individual basis. During the phase-in of this policy, students will receive the evaluation that is most beneficial to them.]

MISSOURI COORDINATING BOARD FOR HIGHER EDUCATION

TABLE OF CONTENTS

I. Introduction

A. Statutory Responsibility
B. Applicability of Guidelines
C. Guiding Principles

II. Statewide General Education Policy

A. Rationale for General Education
B. Responsibilities
C. Transferability of General Education Credit
D. General Education Goals and Competencies

1. Skills Areas
   a. Communicating
   b. Higher-Order Thinking
   c. Managing Information
   d. Valuing

2. Knowledge Areas
   a. Social and Behavioral Sciences
   b. Humanities and Fine Arts
   c. Mathematics
   d. Life and Physical Sciences

E. Structure of General Education Curricula
F. General Education Program Review and Notification Process

III. Transfer

A. Transfer Degrees

1. Statewide Transfer Associate of Arts Degree
2. Program-to-Program Institutionally Articulated Degrees
   a. Associate of Science Degree
   b. Associate of Applied Science Degree
   c. Other Associate Degrees

B. Transfer Without a Degree

1. General Education Curricula
2. Transfer Prior to Degree or General Education Program Completion
3. Role of Sending Institutions

4. Role of Receiving Institutions

C. Transfer of Lower-Division Credit Hours Beyond the Associate Degree Requirement
D. Other Transfer-Related Matters

1. Junior-Level Status
2. Curriculum Changes
3. Admission of Transfer Students
   a. Institutional Admission
   b. Program Admission
4. Catalog
5. Change in Major
6. Transfer of Grades
7. Credit by Examination, Dual Credit, Experiential Learning, and Pass/Fail Credit
8. State Certification or Statutory Requirements

IV. Procedures for Review of Credit Transfer Policy and Compliance

A. Committee on Transfer and Articulation
B. Appeals Process

V. Definitions

I. INTRODUCTION

The Coordinating Board for Higher Education fosters a public policy framework that is committed to the values of access, quality and efficiency for the state's higher education system. As Missouri continues to increase aspiration and performance levels for all students, it will require an educational system that is responsive to the needs of students for easy mobility across institutions. Missouri's commitment to have institutions with distinctive missions, including differential admission standards, underscores the importance of an effective transfer and articulation system. These credit transfer guidelines are intended to ensure that high school graduates with clear educational objectives may complete a degree program offered by colleges and universities in the shortest possible time, whether the student remains in one institution or transfers to another.

The Coordinating Board for Higher Education (CBHE) recognizes that each Missouri college and university is responsible for establishing and maintaining standards of expectations for all students completing its courses, programs, certificates, or degrees. It also recognizes that for effective and efficient transfer of credits between and among these colleges and universities, it is necessary to exercise this responsibility within the context of a statewide "system" of higher education. Effective transfer and articulation is based upon inter- and intra-institutional communication, a mutual respect for institutional integrity, a high degree of flexibility, procedures for identifying problems, a mechanism for implementing appropriate solutions, regular and systematic review of policies, and a timely and orderly process for change. Harmonious and equitable consideration of any problem which a student may encounter in moving from one institution to another is an ultimate objective of these transfer guidelines.

A. STATUTORY RESPONSIBILITY

Section 173.005(6), RSMo, requires the Coordinating Board for Higher Education to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." This responsibility is discharged through the implementation of the board's credit transfer policy.

B. APPLICABILITY OF GUIDELINES

These transfer guidelines are applicable to course credits and related matters for undergraduate students who wish to transfer between Missouri public colleges and universities that have regional accreditation or which have been advanced to candidacy status by the North Central Association. The Coordinating Board also recommends these guidelines to Missouri independent institutions that meet the same accreditation standards. In addition, the development of program-to-program articulation agreements is encouraged between Missouri's public and/or independent institutions of higher education and postsecondary institutions, such

as proprietary institutions, with national accreditation recognized by the U.S. Department of Education and certification by the Coordinating Board for Higher Education.

C. GUIDING PRINCIPLES

1. Neither transfer nor native students should be advantaged or disadvantaged as a consequence of the transfer process.

2. The delivery of lower-division courses should not be the sole province of a single institution, but should be subject to articulation between sending and receiving institutions.

3. Separate credit-hour limitations should not be imposed on transfer students based on the type of sending institution.

4. Variations in baccalaureate degree programs which reflect institutional missions should be respected and accommodated.

5. The faculty role in the design of curricula and the establishment of degree requirements must be respected.

6. Program-to-program institutionally articulated degrees for the AS and AAS should be encouraged.

7. A workable transfer system requires predictability of transfer decisions and responsiveness to student needs. Demonstrating the effectiveness of transfer and articulation systems, including institutional and statewide agreements, requires analyses that employ common data elements and definitions that are collected and shared among institutions and with the Coordinating Board for Higher Education.

8. Prior to full implementation, any curricular changes that affect existing transfer and articulation agreements should involve timely mutual consultation by both receiving and sending institutions and notification to all affected parties once new agreements are reached.

9. Presidents and chancellors should ensure that effective transfer and articulation are a priority at their institutions and that all members of the academic community--including faculty and department chairpersons--must honor all transfer agreements agreed to by their institutions.

10. In order to facilitate student success and to reinforce the respective missions of associate and baccalaureate institutions, students who begin an associate degree program and who aspire to pursue a baccalaureate degree should be encouraged by both the sending and receiving institutions to complete the associate degree program, to transfer immediately upon

associate degree completion, and to complete the baccalaureate degree in a timely manner.

II. STATEWIDE GENERAL EDUCATION POLICY

The state has high expectations for all Missouri college graduates and has promulgated a statewide general education policy that establishes a rationale for general education; defines the responsibilities of institutions, faculties, and students for general education; and promotes broad curricular goals and student competencies that should result from institutional general education programs.

A. RATIONALE FOR GENERAL EDUCATION

General education is the curricular foundation of the American academy. It encourages students to acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study the world as it is, as it has been understood, and as it might be imagined. It also furnishes them with skills which enable them to deepen that understanding and to communicate it to others. Through general education, the academy equips students for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens, and as effective contributors to their own prosperity and to the general welfare.

As the academy's knowledge of the world is structured, so must general education be constructed to introduce students to the traditional disciplines of the arts and sciences. As that knowledge is ever changing, so must general education alert students to connections between the traditional disciplines and to the potential for interaction among all branches of knowing, ordering, and imagining the real world. As the real world is diverse, so must general education inform students that the world is understood in different ways and provide them with the means to come to terms, intelligently and humanely, with that diversity. As diversities of knowing and understanding must be made open and accessible, so students must acquire appropriate investigative, interpretative, and communicative competencies.

B. RESPONSIBILITIES

While the academy is not the only place where these high aims can be imagined and achieved, more than any other place it receives public and private support for just these ends. General education is thus a core responsibility of the academy as well as a foundation curriculum for students.

To discharge this trust, academic institutions must deliver appropriate resources to their faculties, and faculties must design and transmit to students effective means

and persuasive rationales for achieving general education aims. Both institutions and faculties must satisfy their constituents that these ends are being achieved satisfactorily and in ways that are consistent with each institution's mission.

While students have a right to expect their academic institutions and faculties to fulfill these responsibilities, students also incur the obligation to act as partners in learning in order to become agents in, not merely receivers of, their own general education.

In the state of Missouri, all public institutions of higher education and each independent or proprietary institution that is signatory to the statewide credit transfer policy must agree that the general education achievements of students who succeed in discharging their obligations are wholly transferable in terms both of graduation credit and of real competencies.

C. TRANSFERABILITY OF GENERAL EDUCATION CREDIT

In order to facilitate the transfer of students among institutions of higher education in the state, the Coordinating Board for Higher Education has supported the development of a statewide general education policy that is intended to ensure the portability of general education credit among Missouri's colleges and universities.

Each institution of higher education in Missouri fosters a program of general education. General education programs vary from institution to institution as each represents a statement reflective of the institution's ethos and mission. General education programs are developed by the faculty and validated by the institution's administration and governing board. Each institution expresses, through its general education program, the high expectations for the academic skills and knowledge that all students who complete degrees offered by that institution should master.

Consistent with its mission, each public institution of higher education in Missouri and each independent or proprietary signatory to this policy shall offer a general education program that is designed to enable students to achieve the following general education goals. In order to ensure transferability of general education credit among these institutions, each shall specify and publish a 42 semester-hour block of general education credit that will be considered equivalent to corresponding blocks of credit at other public and signatory institutions in enabling students to achieve these general education goals.

D. GENERAL EDUCATION GOALS AND COMPETENCIES

Two terms describe the aims of general education in the state of Missouri, *goals* and *competencies*. The term *goals* refers to the curricular intent of state policy regarding the academic skills and knowledge content of general education. The term *competencies* denotes illustrative state-level expectations for student

performance in general education. Faculty at each institution design a general education program that fits the ethos and mission of each institution and meets state-level curricular goals. Each general education program must also specify institution-level student competencies that will follow from achieving these curricular goals and which are in alignment with the suggested competencies listed in the following sections. These general education aims and outcomes may be achieved in various ways, including through traditional courses, through interdisciplinary teaching, or through competencies embedded across the curriculum. State-level curricular goals and institution-level student competencies for general education fall into two categories: academic skills and knowledge.

1. Skills Areas

a. Communicating

State-Level Goal: To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

Suggested Competencies: Students will demonstrate the ability to...

- analyze and evaluate their own and others' speaking and writing.
- conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

b. Higher-Order Thinking

State-Level Goal: To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

Suggested Competencies: Students will demonstrate the ability to...

- recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.
- use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- defend conclusions using relevant evidence and reasoned argument.
- reflect on and evaluate their critical-thinking processes.

c. Managing Information

State-Level Goal: To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Suggested Competencies: Students will demonstrate the ability to...

- access and/or generate information from a variety of sources, including the most contemporary technological information services.
- evaluate information for its currency, usefulness, truthfulness, and accuracy.
- organize, store, and retrieve information efficiently.
- reorganize information for an intended purpose, such as research projects.
- present information clearly and concisely, using traditional and contemporary technologies.

d. Valuing

State-Level Goal: To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the

values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

Suggested Competencies: Students will demonstrate the ability to...

- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- recognize the ramifications of one's value decisions on self and others.
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

2. Knowledge Areas

a. Social and Behavioral Sciences

State-Level Goal: To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)

Suggested Competencies: Students will demonstrate the ability to...

- explain social institutions, structures, and processes across a range of historical periods and cultures.
- develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.
- draw on history and the social sciences to evaluate contemporary problems.
- describe and analytically compare social, cultural, and historical settings and processes other than one's own.
- articulate the interconnectedness of people and places around the globe.

- describe and explain the constitutions of the United States and Missouri.

b. Humanities and Fine Arts

State-Level Goal: To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Suggested Competencies: Students will demonstrate the ability to...

- describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought).
- explain the historical, cultural, and social contexts of the humanities and fine arts.
- identify the aesthetic standards used to make critical judgments in various artistic fields.
- develop a plausible understanding of the differences and relationships between formal and popular culture.
- articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

c. Mathematics

State-Level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)

Suggested Competencies: Students will demonstrate the ability to...

- describe contributions to society from the discipline of mathematics.
- recognize and use connections within mathematics and between mathematics and other disciplines.
- read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, and survey data) and make reasoned estimates.
- formulate and use generalizations based upon pattern recognition.

- apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.

d. Life and Physical Sciences

State-Level Goal: To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Suggested Competencies: Students will demonstrate the ability to...

- explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- evaluate scientific evidence and argument.
- describe the basic principles of the physical universe.
- describe concepts of the nature, organization, and evolution of living systems.
- explain how human choices affect the earth and living systems.

E. STRUCTURE OF GENERAL EDUCATION CURRICULA

The statewide general education policy requires institutions to design and offer a general education program that includes a minimum of 42 semester-hours of credit distributed across the academic skills and knowledge areas of the previous sections. These credit hours should be distributed in such a way that students who complete the 42 semester-hour block of general education credit from any institution of higher education in the state will have had the opportunity to achieve the high expectations embodied in the state-level goals and suggested competencies set forth in the previous section.

All Missouri public institutions of higher education and each independent or proprietary signatory institution have the privilege and responsibility to exercise their academic and institutional autonomy to design and promulgate a general education program that supports their respective institutional mission and assists students to meet these high expectations. Institutional programs may be designed in various ways to achieve these state-level goals and institution-level competencies, and the role of institutional faculty in designing institutional general education curricula and establishing general education requirements for their degrees will be respected.

Each institution will document how the design of its 42 semester-hour block of general education credit meets the state-level curricular goals and ensures that its students achieve institution-level competencies that are aligned with these goals. Each institution will also document how it implements this design, how it assesses and certifies student skills and knowledge, and how it uses assessment results to improve its general education program.

Institutions may design and promulgate general education programs that exceed the expectations of the 42 semester-hour block of credit. In this case, institutions may require transfer students to complete general education and other institutional requirements in addition to the 42 semester- hour block of credit only when these additional requirements are also required of native students. Students assume full responsibility for meeting specified degree and/or major requirements, specifically those related to course prerequisites.

Each public and signatory institution will define a 42 semester-hour general education block of credit that achieves state-level curricular goals. All of these 42 semester-hour blocks of general education credit will be considered equivalent for transfer purposes. Typically, these blocks will be composed primarily of lower-division courses and requirements. However, institutions may define their 42 semester-hour blocks of general education credit as being composed of both lower- and upper-division courses and requirements. In such cases, receiving institutions must accept, as equivalent, other institutions' blocks of general education credit–even when these are composed solely of lower-division courses.

Baccalaureate professional schools or programs may specify exceptions to the credit-hour minimum established in this section by promulgating these exceptions and by establishing specialized articulation programs related to associate of science (AS) and associate of applied science (AAS) degrees, as detailed in the following sections. Transfer students completing AS and AAS degrees from institutions that do not have program-to-program institutionally articulated agreements are not exempt from satisfying the requirements of departments or divisions of the institution into which the student transfers.

F. GENERAL EDUCATION PROGRAM REVIEW AND NOTIFICATION PROCESS

The purpose of the review and notification process for general education programs is to ensure that all public institutions and each independent or proprietary signatory institution have general education programs in place that meet the statewide policy. This review process is intended to be collegial, professional, and helpful to institutions in developing general education programs that meet policy guidelines. The program review and notification process is intended to focus on strengthening general education, to be reflective of the state's commitment to

institutional autonomy, and to be protective of each student's right to the fair application of this statewide credit transfer policy.

Initial Review and Approval. All Missouri public institutions of higher education and each independent or proprietary institution that is signatory to the statewide credit transfer policy will develop and post, both on the CBHE web site and their own institution's web site, a curricular design and an assessment plan indicating how that institution plans to implement and assess general education. The institution's program will remain on the CBHE web site for a period to be determined by the Coordinating Board for Higher Education's Committee on Transfer and Articulation (COTA).

All public and signatory institutions will be invited to comment on each institution's plan through the designated transfer and articulation officer. The institution whose program has been posted for comments will be responsible for forwarding comments to the CBHE for posting, evaluating the feedback, responding to the commenting institution, and determining which suggestions it will incorporate into its curriculum design. When an institution is ready to implement its program, the president will notify COTA. Once COTA acknowledges receipt of the notice, that institution is then eligible to certify its students for transfer under the statewide general education policy standards. The institution has the further responsibility to post its general education program on its web site and to maintain its currency and accuracy. COTA will notify all public and signatory institutions when an institution is eligible to certify students for transfer.

Any concerns that individual institutions have about another's general education program will be handled via the Appeals Process that is part of this credit transfer policy. (See Section IV Part B)

Ongoing Dialogue and State-Level Policy Review. The annual statewide transfer and articulation conference will be used as a vehicle to encourage communication and collaboration about institutional approaches to general education. Sessions will be scheduled to discuss concerns about the state credit transfer policy and to promote good practices in general education teaching, transfer, and assessment.

III. TRANSFER

A. TRANSFER DEGREES

Transfer degrees are prescribed lower-division programs that are designed to facilitate the transfer of students into a four-year baccalaureate degree program upon completion of a lower-division program at another institution of higher education. Associate degrees, especially the associate of arts degree, are the most common lower-division transfer degrees.

Determination of course requirements of the major for a baccalaureate degree, including introductory and related courses, is the prerogative of the baccalaureate degree-granting institution. The catalog of each four-year institution will state clearly the requirements for each baccalaureate degree program. When specific prerequisites are required, they will be designated and noted in conjunction with the course description. Transfer students who have completed prerequisites will not be required to duplicate study in the area. The catalog will specify any restrictions or additional requirements for each major.

A baccalaureate degree program, or major, consists of a general education program and a coherent grouping of courses or subject-area requirements in a specific discipline or program field. Generally, the number of credit hours required for a major ranges from thirty (30) to forty-eight (48) semester credit hours. There may be exceptions to this rule in the case of highly specialized professions or disciplines, interdisciplinary studies, or majors in general liberal arts studies.

1. Statewide Transfer Associate of Arts Degree

The associate of arts (AA) degree is designed as the statewide general studies transfer degree. This degree is structured for entry into the general range of baccalaureate degree programs offered by four-year colleges or universities. Students completing the AA degree will have completed a general education program that is consistent with the statewide general education policy, consisting of a minimum of 42 semester-hours of credit. Courses taken as part of an AA degree outside the general education program should be carefully chosen to ensure applicability to the baccalaureate graduation requirements for the program of study which the student intends to pursue at a four-year college or university. Consequently, the transfer student has the responsibility to become familiar with the specific major and graduation requirements of the four-year institution to which transfer is intended. Institutions are also encouraged to develop articulation agreements to ensure the transfer of credit outside of the 42 semester-hour general education block of credit.

A student's associate of arts degree curriculum may include introductory courses and other courses which permit the student to explore areas of specialization that can be pursued at a later time at the upper-division level. For AA students who continue in a particular field, the courses should be adequate in content to be counted fully toward the baccalaureate degree.

2. Program-to-Program Institutionally Articulated Degrees

This policy encourages both two-year and four-year institutions to develop voluntary, supplemental articulation agreements for the AS and AAS degrees in addition to the AA state transfer degree. These agreements will facilitate transfer

and consider all factors surrounding a student's achieved program competencies, successes, and professional career aspirations.

a. Associate of Science Degree

An associate of science (AS) degree is a specialized transfer degree which is intended for students interested in transferring into professional programs that have a greater emphasis on science and math. This is an articulated degree program that results from careful planning and agreement between institutions. These programs will be developed by consultation between sending and receiving institutions on a program-by-program basis. This process may involve changes in general education requirements. Students completing articulated AS degrees will be accepted as having completed lower-division general education and prerequisite courses equivalent to the lower-division general education requirements completed by native students in the same degree program over a similar time period.

b . Associate of Applied Science Degree

An associate of applied science (AAS) degree is oriented toward career and professional preparation. The primary purpose of this associate degree is to prepare a student for entry into a particular occupation. While the AAS degree has not historically been intended as a transfer degree into a baccalaureate program, Missouri's initiatives to develop and expand its workforce development and training system demand that education and training career paths extend beyond the associate degree. When used for transfer, this degree requires careful planning and agreement between institutions on a program-by-program basis. This process may involve changes in general education requirements. In order for students to be adequately prepared for the workforce and to facilitate articulation agreements, a minimum of twenty-five percent of the AAS degree requirements shall consist of college-level transferable general education. The AAS transfer student should be able to pursue upper-division advanced coursework in appropriate baccalaureate degree programs. (These may include the same degree area or related degree areas.) Institutions are encouraged to explore opportunities for multiple articulation agreements.

c. Other Associate Degrees

All other associate degrees not addressed by either the statewide transfer AA degree or program-to-program institutionally articulated AS or AAS degrees will be evaluated on a course-by-course basis until such time that an articulated agreement exists.

B. TRANSFER WITHOUT A DEGREE

1. General Education Curricula

Students at both two- and four-year institutions of higher education should be encouraged to pursue and complete coherent programs of study, including associate and baccalaureate degree programs and coherent general education programs. The statewide general education policy is designed to assist students to transfer a block of 42 semester-hours of general education credit by ensuring that all institutions of higher education in the state have comparable expectations regarding what students know and can do as a result of completing these blocks of general education credit and by ensuring that all public and signatory institutions define and publish 42 semester-hour blocks of general education credit that will be considered equivalent for the purposes of transfer.

All Missouri public institutions of higher education and independent or proprietary institutions that are signatory to this statewide credit transfer policy shall recognize the validity of other institutions' general education programs. Once an institution of higher education in Missouri has defined and published its 42 semester-hour block of general education credit and has notified COTA that its general education program meets the statewide general education policy's requirements, the integrity of its general education program and block of credit will be recognized by the other institutions of higher education in Missouri.

Students who are certified by their sending institutions as having completed a 42 semester-hour block of general education credit will not be required to complete any additional general education requirements that are part of the corresponding general education block of the institutions to which the students transfer. Students assume full responsibility for meeting the specified degree and/or major requirements, specifically those related to prerequisites. General education and other institutional requirements in addition to the 42 semester-hour block of credit may be required of transfer students by receiving institutions only when native students are obligated to satisfy the same requirements.

2. Transfer Prior to Degree or General Education Program Completion

Students enrolled in associate degree programs should be encouraged to complete their degrees. Students pursuing associate of arts degrees should be encouraged to complete a 42 semester-hour general education block of credit that meets statewide general education policy prior to transfer. Students who transfer before completing either an associate of arts degree or a 42 semester-hour general education block of credit will have their transcripts evaluated by receiving institutions. Both receiving and sending institutions are encouraged to maintain articulation agreements to assist students and institutions in evaluating student academic accomplishments consistently and accurately.

3. Role of Sending Institutions

Sending institutions have the responsibility to certify and document on student transcripts that students have completed associate degree programs. Similarly, sending institutions have the responsibility to certify and document on student transcripts that students have completed a 42 semester-hour general education block of credit that is consistent with statewide general education policy and is considered equivalent for the purposes of transfer with other institutions' 42 semester-hour general education blocks.

Further, sending institutions should encourage students to complete coherent programs of study. They should collaborate with receiving institutions to develop articulation agreements and share information with each other and with students that assist students in transferring from one institution to the other without loss of credit.

4. Role of Receiving Institutions

Receiving institutions have the responsibility to attempt to match students' academic accomplishments with the requirements of the degrees to which the students aspire. Specifically, receiving institutions are obligated to accept completion of a 42 semester-hour general education block of credit at any public institution or any independent or proprietary signatory institution as equivalent to, and as completing, the receiving institution's 42 semester-hour general education block of credit. Receiving institutions may only impose additional general education or other institutional requirements when these are also required of native students.

Further, receiving institutions should encourage students to complete coherent programs of study. They should collaborate with sending institutions to develop articulation agreements and share information, with each other and with students, that assists students in transferring from one institution to the other without loss of credit.

C. TRANSFER OF LOWER-DIVISION CREDIT HOURS BEYOND THE ASSOCIATE DEGREE REQUIREMENTS

The number of hours required for baccalaureate-level graduation of transfer students that meet the guidelines in this document should be equivalent to the number of hours required of native students (assuming all lower-division prerequisites for courses in the student's baccalaureate program have been met). Transfer students must meet the minimum residency, upper-division course, and graduation requirements established by the baccalaureate institution. Students with AA degrees will typically transfer sixty-four (64) credit hours, which is approximately the first two years of the baccalaureate educational experience. Lower-division credit hours completed beyond the AA degree will be evaluated for transfer on a course-by-course basis. Within the constraints of these minimal

requirements, and assuming program-to-program articulation for these additional hours, AA, AS, and AAS transfer students may choose to complete additional lower-division requirements at two-year institutions to meet the lower-division prerequisites and/or lower-division graduation requirements established by the baccalaureate institution.

D. OTHER TRANSFER-RELATED MATTERS

1. Junior-Level Status

While students completing associate degree programs have traditionally been accepted at the junior level by receiving institutions, it is important to note that baccalaureate programs vary in the number of hours required for graduation. In addition, all students are subject to prerequisite-course requirements, residency and upper-division credit-hour requirements, a minimum grade point average--both cumulative and in the major--and, in some instances, upper-division general education requirements. At some baccalaureate institutions, this collection of requirements varies by college and/or major. Consequently, while junior level has meaning in the context of having completed the first two years of higher education, it may be misleading to assume that completion of a baccalaureate degree can be accomplished in four years. Transfer students who have completed the associate of arts degree from a signatory institution that is in compliance with this policy shall be received as having completed the statewide 42 semester-hour general education block of credit.

2. Curriculum Changes

All parties agree to be consultative when proposing curriculum changes which are likely to impact existing transfer and articulation agreements. The integrity of articulated degree programs requires agreements about process and procedure on implementing changes to existing agreements. Changes affecting either the statewide AA transfer degree or a program-to-program institutionally articulated AS or AAS degree should be made after appropriate consultation and with enough lead-time to provide an orderly and timely change in the nature of these articulated agreements. In instances of concern by any institution involved in this statewide credit transfer policy or in program-to-program institutionally articulated degrees, the affected institution may initiate an appeal, as provided in the Appeals Process section of this policy.

3. Admission of Transfer Students

a. Institutional Admission

The core of any orderly transfer process is the mutual acceptance of the nature and purpose of the statewide transfer associate of arts degree and the program-by-program institutionally articulated AS and AAS degrees. If any institution of

higher education finds it necessary to be selective in its admission of qualified transfer students, its criteria for admission of transfer students must be consistent with its mission and shall be stated in its official publications. Such publications shall be on file with the Coordinating Board for Higher Education. Students transferring with the AA statewide transfer degree or the AS or AAS program-by-program institutionally articulated degree, must meet the published admission requirements of the receiving institution for transfer study by students with these degrees. Transfer of the AA degree shall be predicated upon the following minimum statewide expectations.

1. Completion of a minimum of 60 semester hours of college-level work oriented toward a baccalaureate degree;

2. Completion of an institutionally approved general education program, as defined in Section A of this document;

3. Achievement of a cumulative grade point average of not less than 2.0 (A=4.0, B=3.0, C=2.0, D=1.0, F=0.0), provided that only the final grade received in courses repeated by the student shall be used in computing this average.

Students who earn an associate of arts degree meeting these minimum statewide criteria, as validated by a regionally accredited associate degree-granting institution, are eligible for admission to a baccalaureate degree-granting institution (subject to the provisions outlined in this section), but not necessarily to a particular baccalaureate degree program major. Prospective transfer students should consult the catalogs of receiving institutions to determine specialized programmatic admission requirements, if any, for particular degree programs. The enrollment status of transfer students with the AS or AAS program-by-program institutionally articulated degree shall be defined as part of each transfer agreement.

b. Program Admission

Transfer students will be admitted to programs based on the same criteria as those established for the native students of the receiving institution. Admission to a specific baccalaureate degree program may result in a different computation of the grade point average (GPA). The number of hours and junior-level standing will be evaluated in accordance with the "Transfer of Lower-Division Credit Hours Beyond the Associate Degree Requirements" in Section III Part C of this document.

4. Catalog

Transfer students shall be subject to the same regulations regarding applicability of catalog requirements as native students. This implies that transfer students may

choose the operative catalog of the receiving institution at point of initial enrollment at the sending institution, assuming they meet all the conditions required of native students, e.g., continuous enrollment. Conditions that restrict a student's options, e.g., noncontinuous enrollment, changes of major, or admission to program, should be invoked only if they are also applied to native students.

5. Change in Major

When students initiate changes in their stated major or degree objectives, those students assume full responsibility for meeting the specified new degree and/or major requirements. In particular, students who have earned an AS or AAS program-by-program institutionally articulated degree and who change majors or who change the institution they plan to attend should anticipate potentially significant changes in baccalaureate degree program-completion requirements. All students, regardless of the associate degree in which they are enrolled, who plan to transfer into a different field of study have the responsibility to seek pre-transfer counsel from the sending or receiving institution regarding required courses in the program which they plan to pursue and the evaluation of credits already earned as the credits apply to the particular baccalaureate program to be pursued.

6. Transfer of Grades

The academic record at a given institution will include all courses attempted. Grades of "D" or better earned in college-level work at institutions of higher education to which the transfer articulation agreement applies shall be transferred as full credit to another college or university; however, the receiving institution will treat all grades on courses attempted on the same basis as that of the native student. For example, if a native student is required to repeat a "D" grade in a specified course, a transfer student will also be required to repeat the "D" grade in the same course.

7. Credit by Examination, Dual Credit, Experiential Learning, and Pass/Fail Credit

Pass/fail credit will be transferred and treated by the receiving institution in the same way pass/fail credit is treated for native students. Advanced placement, credit by examination, dual credit, and credit for experiential learning will be transcripted and clearly defined. Course equivalency for credit by examination may be listed as desired. The receiving institution shall transfer and treat credit earned through advanced placement, credit by examination, dual credit, and credit for experiential learning in the same manner as it would for native students, except that the integrity of the associate degree or the 42-hour general education block will not be invalidated.

The policies for awarding credit by examination and nontraditional learning vary from one institution to another. Each institution will publish information about its policies for awarding credit by nontraditional modes, including the names of tests which are used to assess credit, cut-off scores, deadline dates for submission of scores to the receiving institution, and restrictions on the time interval permitted to receive current credit for a course taken some years previously.

8. State Certification or Statutory Requirements

In the process of earning a degree, students must complete requirements for that degree and, sometimes, as in the case of teacher education, dental hygiene, allied health, or engineering programs, they must also meet state certification requirements. If certification or statutory requirements change and additional requirements become effective during the time a student is enrolled in a program, the new requirements take precedence over previously existing degree or certification standards.

IV. PROCEDURES FOR REVIEW OF CREDIT TRANSFER POLICY AND COMPLIANCE

A. COMMITTEE ON TRANSFER AND ARTICULATION

The Coordinating Board for Higher Education has established a Committee on Transfer and Articulation, consisting of eight members, with responsibility to oversee the implementation of the guidelines as set forth in this policy statement.

The Committee on Transfer and Articulation will be composed of eight members appointed by the Commissioner of Higher Education, one of which shall serve as chairperson of the committee. Members shall consist of three representatives from public two-year colleges; three representatives from the public four-year colleges and universities, one of which must be from the University of Missouri and one of which must be from the other public four-year institutions; one representative from independent two-year colleges or two-year proprietary institutions; and one representative from independent four-year colleges and universities. In addition, the Commissioner, or a designated representative, will sit as an *ex-officio* voting member of the committee.

The Committee on Transfer and Articulation is encouraged to seek the counsel of faculty and other institutional representatives in the performance of its functions. Those functions shall include the following:

1. Conducting a bi-annual review of the provisions of the college transfer guidelines and recommending such revisions as are needed to promote the success and general well-being of the transfer student;

2. Reviewing and making recommendations concerning transfer issues brought before it by institutions;

3. Recommending modifications of institutional policies and procedures which, in the committee's judgment, would enhance and facilitate the transfer of students;

4. Studying nontraditional credits and developing transfer guidelines for them;

5. Systematically soliciting suggestions and data from administrators, faculty, and students concerning matters of transfer;

6. Developing a job description for an articulation officer's position that defines duties and is an acknowledgement of common expectations among the institutions;

7. Maintaining an annually updated list of institutional articulation officers who have been appointed by the president or CEO of each institution;

8. Reviewing and making recommendations for change concerning the CBHE brochure, "Transfer Guidelines: Students' Rights and Responsibilities";

9. Monitoring both the sending and receiving institutions to determine whether they are informing transfer students of their rights and responsibilities;

10. Reviewing and recommending resolution of individual cases of appeal from institutions and/or students per Section IV Part B;

11. Preparing and submitting to the Coordinating Board for Higher Education, for such action and distribution as the Coordinating Board deems appropriate, an annual report of committee meetings, as well as actions and recommendations, including a report of student and institutional appeals cases. The chairperson must convene the committee at least once a year; and

12. Establishing committee rules of procedure and meeting, on the call of the chairperson, as is necessary to perform its functions.

B. APPEALS PROCESS

Each receiving institution of higher education shall have an internal process of appeal available to transfer students for purposes of challenging institutional decisions on the acceptance of the students' credits toward graduation at the receiving institution. Since receiving institutions may vary in the nature of the appeals procedures, all receiving institutions must publish in their respective catalogs or student handbooks a statement of each student's right to appeal and the procedures that should be followed. Furthermore, all incoming transfer students

should receive a copy of the institution's most recent statement on rights of appeal and procedures. Responses to a student's appeal should proceed in a timely manner.

Each transfer student who believes that there has been unfair treatment must give the receiving institution an opportunity to resolve potential conflicts through the formal internal appeals procedures of the campus. The student, however, is also encouraged to involve, at any point, the articulation officer of the sending institution in reviewing the situation and giving advice on the merits of an appeal. Upon completion of at least one level of appeal at the receiving institution, the CEO or designated officer of the sending institution may choose to initiate an appeal to the CEO or designated officer of the receiving institution on behalf of the student.

Appeals involving institutions as advocates for students shall be resolved in a timely manner. Written decisions should normally be issued within fifteen (15) calendar days of receipt of a petition for an institution-to-institution appeal. In cases of urgency, the presidents/chancellors of both institutions will exercise good-faith attempts to resolve the issue within five (5) working days. If the issue is not resolved to the satisfaction of all parties, a further appeal may be made to the CBHE Committee on Transfer and Articulation. When either a receiving or sending institution believes that a transfer practice, procedure, requirement, or policy is not in accord with the principles or spirit of the CBHE Transfer and Articulation Guide, that institution may initiate an appeal in writing to the receiving institution's articulation officer, with a copy to the CEO. If the appeal is not resolved to the satisfaction of the appealing institution, it may then appeal to the CBHE Committee on Transfer and Articulation. Appeal to the CBHE Committee on Transfer and Articulation shall be by the following procedures.

1. Appeal(s) to the Committee on Transfer and Articulation may be initiated by the affected student or institution only after all other remedies have been exhausted without resolution of the issue at the sending or the receiving institution. The appeals process is initiated when the CBHE Committee on Transfer and Articulation receives a written appeal.

2. The committee chairperson shall promptly notify the chief executive officers of the relevant institutions of higher education of the appeal and invite the institution(s) to submit documentation for the decision being appealed. Documentation shall normally be submitted by the relevant institutions within fifteen (15) calendar days of notification by the committee.

3. The chairperson of the committee shall convene the Committee on Transfer and Articulation within thirty (30) calendar days, if possible, but in no event later than ninety (90) calendar days, of the receipt of an appeal for the purpose of considering the information presented by the student and the institutions.

All parties involved in the appeal shall be notified of the committee's meeting time and location. All parties involved in the appeal will have the opportunity to make an oral presentation to the appeals committee if any desires to do so.

4. In the event an appeal is filed involving a campus represented on the Committee on Transfer and Articulation, the Commissioner shall, for the purpose of considering the appeal, appoint an interim member of the committee from the same sector.

5. The committee's consideration of the appeal shall include, but shall not be limited to, the compliance of the institution(s) with the guidelines set forth in this policy, the student's compliance with the guidelines set forth in this policy, and the student's rights and responsibilities statement.

6. The committee chairperson shall inform the chief executive officers of the relevant institutions and the student, when involved, of the committee's determination and shall recommend that the chief executive officer of the institution(s) implement the committee's recommendation.

7. The chief executive officers of the institutions shall inform the chairperson of the appeals committee within thirty (30) calendar days of the action taken in regard to the committee's recommendation.

8. The committee's recommendation and the action taken by the institutions shall be reported to the Coordinating Board by the Commissioner of Higher Education.

V. DEFINITIONS

A. Articulation:

The process whereby postsecondary institutions seek to foster the smooth transfer of students by developing agreements which specify in advance the terms, conditions, and expectations which shall be applied to transfer students. Supplemental to general transfer policies and guidelines, articulation agreements apply to specific courses and/or to specific degree programs. When these courses and/or degree programs are completed successfully at the sending institution, they will, for admitted students, be accepted in transfer and apply to graduation requirements for a specified degree program at the receiving institution.

B. Associate Degree:

An earned academic degree with the term "associate" in the title and normally requiring at least 60 semester credit hours or equivalent at the lower-division level.

C. Baccalaureate Degree Program:

The major required for the awarding of a bachelor's degree.

D. Bachelor's Degree or Baccalaureate Degree:

Any earned academic degree with the term "bachelor" in the title and normally requiring at least 120 semester credit hours of study.

E. Commissioner:

The Commissioner of Higher Education, as appointed by the Coordinating Board for Higher Education.

F. Continuous Enrollment:

Half-time enrollment or 15 credit hours per calendar year.

G. Coordinating Board:

The Coordinating Board for Higher Education, established by Section 173.005.2, RSMo 1986.

H. Degree or Certificate:

An award or title conferred upon an individual by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program or course of study.

I. General Education Program:

A prescribed course of study, as defined by institutional faculty and validated by the institution's administration or governing board, distinct from a program major, required of all graduates, and intended to ensure that all graduates possess a common core of college-level skills and knowledge.

J. Guidelines:

As used in the context of this statement, "guidelines" means the expected course of action or set of circumstances that apply to decision-making in which transfer of credit is involved.

K. Institution of Higher Education:

As used in the context of these guidelines, "institution of higher education" means an educational institution, under either public or private control, which provides a postsecondary course of instruction of at least six months in length, leading to, or directly creditable toward, a degree or certificate and which has regional

accreditation or has been advanced to candidacy status by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

L. Junior Standing:

Generally, the term indicating satisfactory completion of approximately half of the credit-hour requirements for completion of a bachelor's degree, completion of lower-division general education requirements, and achievement of an institutionally established minimum grade point average (GPA).

M. Lower-Division Courses:

Courses at a level of comprehension usually associated with freshman and sophomore students and offered during the first two years of a four-year baccalaureate degree program.

N. Major:

A prescribed course of study which constitutes an area of specialization leading to a recognized certificate or degree.

O. Native Student:

A student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment and who has taken no more than eleven hours at another institution of higher education.

P. Proprietary Institution:

A privately controlled education institution certified to operate by the Coordinating Board for Higher Education pursuant to Sections 173.600 through 173.619, RSMo, and accredited by an accrediting commission recognized by the United States Department of Education that provides a postsecondary course of instruction leading to a certificate or degree.

Q. Receiving Institution:

The institution of higher education at which a transfer student currently desires to enroll and to have previously earned credit applied toward a degree program.

R. Semester Credit Hour:

> A permanently transcripted instructional activity in which one semester credit hour shall consist of a minimum of seven hundred fifty (750) minutes (for example, 15 weeks x 50 minutes per week) of classroom experiences, such as lecture, discussion, or similar instructional

approaches, or a minimum of one thousand five hundred (1,500) minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination time. Greater amounts of supervised practicum or internship instruction are normally required to be the equivalent of one credit hour. In vocational education laboratories, more clock hours per credit hour are usually required.

S. Sending Institution:

The institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

T. Signatory Institution:

Any independent or proprietary institution in Missouri which has signed and agreed to adhere to this credit transfer policy.

U. Transfer:

The process whereby a student with previous postsecondary educational experience gains admission to another postsecondary institution and seeks to have the credits successfully earned at the previous institution(s) apply toward graduation requirements for a specific course of study at the receiving institution.

V. Transfer Student:

A student entering an institution for the first time with academic credit earned at another institution, which is applicable for credit at the institution the student is entering.

W. Upper-Division Courses:

Courses at a level of comprehension usually associated with junior and senior students and offered during the last two years of a four-year baccalaureate degree program.

APPENDIX D

Data

MoSTEP

Key:

M=MoSTEP

3 - Effective course content, experiences related to philosophy and history of education

- knowledge of program conceptual framework philosophy and purposes (M-2.1.2)
- conceptual framework/knowledge bases supported by research, practice, and current policies/practices (M-2.1.4)

4 - Effective course content, experiences related to how students learn

- understanding how students learn and develop (M-1.2.2)
- understanding diversity of students in approaches to learning (M-1.2.3)
- understanding individual and group motivation and behavior/classroom discipline (M-1.2.6)

5 - Effective course content, experiences related to society and students

- general studies/content knowledge incorporates multi-cultural/global perspective (M-1.1.2, M-1.2.1)
- conceptual framework has multi-cultural and global perspectives (M-2.1.3)
- clinical experiences in varied settings including different ages, culturally diverse and exceptional populations (M-3.2)
- the college has a well-defined and systematically evaluated plan for recruiting and retaining a diverse student population (M-4.1)
- the college has a well-defined and systematically evaluated plan for recruiting and retaining a diverse professional education faculty (M-5.2)
- students are provided opportunities to be active in professional organizations and to attend professional conferences (M-7.3)

6 - Effective course content, experiences related to teaching methods, pedagogy

- applying knowledge of the discipline in a meaningful way to students (M-1.2.1)
- providing learning opportunities for all students (M-1.2.2)
- recognizing the importance of long-range planning and curriculum development (M-1.2.4)

- promoting positive social interaction, active engagement in learning, self-motivation (M-1.2.6)
- understanding and using effective assessment strategies (M-1.2.8)
- reflecting in action (M-1.2.9)
- faculty model best practices and are appropriately evaluated (M-5.5)

7 - Effective course content, experiences related to practical experiences

- creating learning opportunities for diverse learners (M-1.2.3)
- developing, implementing, and evaluating curriculum based on performance standards (M-1.2.4)
- using different strategies to develop critical thinking, problem solving, performance skills (M-1.2.5)
- modeling effective communication (verbal, non-verbal, media) to foster active inquiry, collaboration, and supportive interaction in the classroom (M-1.2.7)
- observing and practicing solutions to problems under direction and supervision of qualified academic, school-based and clinical faculty (M-3.1) where reflection is encouraged and feedback to students is present (M-3.3), all duties are experienced (M-3.4) in quality setting (M-3.5) at grade levels appropriate to the license/endorsement level (M-3.6)
- relating principles and theories to actual practice in varied settings (M-3.2)

8 - Other effective course content, experiences

- general studies: arts, communications, history, literature, mathematics, philosophy, sciences, social sciences (M-1.1.1)
- knowledge of the discipline (M-1.2.1)
- recognizing the importance of continually participating in appropriate professional growth activities (M-1.2.9)
- fostering relationships with colleagues, parents, and educational partners to support student learning and well-being (M-1.2.10)

9 - Other effective factors

- presence of a written, well-articulated conceptual framework that is known by those involved (M-2.1), with assessment statements of outcomes and evaluation (M-2.1.2), and systematic program evaluation used for improvement (M-2.3)
- coherence between conceptual framework and student outcomes, courses, field experiences, instruction, and evaluation (M-2.2)
- the college has a comprehensive system to assess qualifications of candidates for initial teacher preparation programs and has admission policies for transfer students, non-traditional students, and diverse students (M-4.2)

- the college has in place a system to appropriately monitor student progress which is known by those involved and includes methods to assist those who need help and surveys of students (present and former) to evaluate this advisement system (M-4.3)
- program completers have been assessed by multiple measures (M-4.4.2) and have constructed a professional portfolio containing evidence to verify knowledge, skills and abilities and application with various types of students in various settings (M-4.4.3)
- the college seeks and uses data and feedback from its graduates and from those who receive the students next to improve the preparation program (M-4.6)
- faculty are qualified (advanced degree) and active in P-12 schools (M-5.1) and have appropriate teaching loads (M-5.3)
- the college has a systematic, comprehensive, written plan to assure faculty professional development including evaluation of such efforts (M-5.4)
- the college's board and administration appropriately support the teacher education program and organized its faculty with appropriate responsibility over the program (M-6.1, 6.2, 6.3)
- faculty invovled in general education, content courses, and/or professional studies courses work together and with the public schools (M-7.1)
- the college has adequate resources for the program and for faculty and student development (M-8.1, 8.2)

STEAP Guidelines

Key:

S=STEAP

C=STEAP areas of program emphasis (numbered for reference)

T=STEAP cross-curricular themes (numbered for reference)

SB=STEAP benchmarks

3 - Effective course content, experiences related to philosophy and history of education

- knowledge of the profession including history/philosophy, ethics, etc. (S-C6) (SB-1.2.9)

4 - Effective course content, experiences related to how students learn

- understanding how students learn and develop (lifespan) (S-C3, C4) (SB-1.2.2)
- understanding diversity of students in approaches to learning (S-T7) (SB-1.2.3)
- understanding individual and group motivation and behavior/classroom discipline (S-C5) (SB-1.2.6)

5 - Effective course content, experiences related to society and students

- general studies/content knowledge incorporates multi-cultural/global perspective (S-T7)

6 - Effective course content, experiences related to teaching methods, pedagogy

- understands using a variety of instructional strategies (SB-1.2.5)
- understanding and using effective assessment strategies (S-T8) (SB-1.2.8)
- reflecting in action (SB-1.2.9)
- effective communications (S-T5)
- knowledge of use of technology to teach (S-T7)

7 - Effective course content, experiences related to practical experiences

- creating learning opportunities for diverse learners (SB-1.2.4)
- developing, implementing, and evaluating curriculum based on performance standards (SB-1.2.4)
- using different strategies to develop critical thinking, problem solving, performance skills (S-T3)

- modeling effective communication (verbal, non-verbal, media) to foster active inquiry, collaboration, and supportive interaction in the classroom (S-C2, T5, T6)
- observing and practicing solutions to problems under direction and supervision of qualified academic, school-based and clinical faculty (S-T1) (SB-1.2.1, 1.2.2) where reflection is encouraged and feedback to students is present (S-T4) (SB-1.2.1),

8 - Other effective course content, experiences

- general studies: arts, communications, history, literature, mathematics, philosophy, sciences, social sciences (S-C1)
- effective oral and written communication skills (SB-1.2.7)
- knowledge of the discipline (SB-1.2.1)
- passing CBASE (SB-1.2.1)
- fostering relationships with colleagues, parents, and educational partners to support student learning and well-being (SB-1.2.10)

9 - Other effective factors

Credit Transfer Data

Key:

CT=Credit Transfer

GE=General Education

GP=General Principles

3 - Effective course content, experiences related to philosophy and history of education

4 - Effective course content, experiences related to how students learn

5 - Effective course content, experiences related to society and students

- general studies/content knowledge incorporates multi-cultural/global perspective (CT-GE)

6 - Effective course content, experiences related to teaching methods, pedagogy

7 - Effective course content, experiences related to practical experiences

8 - Other effective course content, experiences

- general studies: that are in a 42 hour block consisting of two areas: skills (comunicating, higher-order thinking, managing information, and valuing) and knowledge (social and behvioral sciences, humanities and fine arts, mathematics, and life and physical sciences) (CT-GE)

9 - Other effective factors

- transfer students should not be advantaged or disadvantaged because they transfer (CT-GP1)
- the faculty need to be involved in curricular design and establishing degree requirements (CT-GP4)
- receiving and sending institutions should work together on transfer issues (CT-GP8)

- students should be encouraged to complete the associate degree, transfer immediately, and complete the baccalaureate degree in a timely manner (CT-GP10)

Aggregated Data

Key:

M=MoSTEP

S=STEAP

C=STEAP areas of program emphasis (numbered for reference)

T=STEAP cross-curricular themes (numbered for reference)

SB=STEAP benchmark

CT=Credit Transfer

GE=General Education

GP=Guiding Principles

3 - Effective course content, experiences related to philosophy and history of education

- knowledge of program conceptual framework philosophy and purposes (M-2.1.2)
- conceptual framework/knowledge bases supported by research, practice, and current policies/practices (M-2.1.4)
- knowledge of the profession including history/philosophy, ethics, etc. (S-C6) (SB-1.2.9)

4 - Effective course content, experiences related to how students learn

- understanding how students learn and develop (lifespan) (M-1.2.2) (S-C3, C4) (SB-1.2.2)
- understanding diversity of students in approaches to learning (M-1.2.3) (S-T7) (SB-1.2.3)
- understanding individual and group motivation and behavior/classroom discipline (M-1.2.6) (S-C5) (SB-1.2.6)

5 - Effective course content, experiences related to society and students

- general studies/content knowledge incorporates multi-cultural/global perspective (M-1.1.2, M-1.2.1) (S-T7) (CT-GE)
- conceptual framework has multi-cultural and global perspectives (M-2.1.3)
- clinical experiences in varied settings including different ages, culturally diverse and exceptional populations (M-3.2)
- the college has a well-defined and systematically evaluated plan for recruiting and retaining a diverse student population (M-4.1)

- the college has a well-defined and systematically evaluated plan for recruiting and retaining a diverse professional education faculty (M-5.2)
- students are provided opportunities to be active in professional organizations and to attend professional conferences (M-7.3)

6 - Effective course content, experiences related to teaching methods, pedagogy

- applying knowledge of the discipline in a meaningful way to students (M-1.2.1)
- providing learning opportunities for all students (M-1.2.2)
- understands using a variety of instructional strategies (SB-1.2.5)
- recognizing the importance of long-range planning and curriculum development (M-1.2.4)
- promoting positive social interaction, active engagement in learning, self-motivation (M-1.2.6)
- understanding and using effective assessment strategies (M-1.2.8) (S-T8) (SB-1.2.8)
- reflecting in action (M-1.2.9) (SB-1.2.9)
- faculty model best practices and are appropriately evaluated (M-5.5)
- effective communications (S-T5)
- knowledge of use of technology to teach (S-T7)

7 - Effective course content, experiences related to practical experiences

- creating learning opportunities for diverse learners (M-1.2.3) (SB-1.2.4)
- developing, implementing, and evaluating curriculum based on performance standards (M-1.2.4) (SB-1.2.4)
- using different strategies to develop critical thinking, problem solving, performance skills (M-1.2.5) (S-T3)
- modeling effective communication (verbal, non-verbal, media) to foster active inquiry, collaboration, and supportive interaction in the classroom (M-1.2.7) (S-C2, T5, T6)
- observing and practicing solutions to problems under direction and supervision of qualified academic, school-based and clinical faculty (M-3.1)(S-T1) (SB-1.2.1, 1.2.2) where reflection is encouraged and feedback to students is present (M-3.3) (S-T4) (SB-1.2.1), all duties are experienced (M-3.4) in quality setting (M-3.5) at grade levels appropriate to the license/endorsement level (M-3.6)

- relating principles and theories to actual practice in varied settings (M-3.2)

8 - Other effective course content, experiences

- general studies: arts, communications, history, literature, mathematics, philosophy, sciences, social sciences (M-1.1.1) (S-C1) that are in a 42 hour block consisting of two areas: skills (comunicating, higher-order thinking, managing information, and valuing) and knowledge (social and behvioral sciences, humanities and fine arts, mathematics, and life and physical sciences) (CT-GE)
- effective oral and written communication skills (SB-1.2.7)
- knowledge of the discipline (M-1.2.1) (SB-1.2.1)
- passing CBASE (SB-1.2.1)
- recognizing the importance of continually participating in appropriate professional growth activities (M-1.2.9)
- fostering relationships with colleagues, parents, and educational partners to support student learning and well-being (M-1.2.10) (SB-1.2.10)

9 - Other effective factors

- presence of a written, well-articulated conceptual framework that is known by those involved (M-2.1), with assessment statements of outcomes and evaluation (M-2.1.2), and systematic program evaluation used for improvement (M-2.3)
- coherence between conceptual framework and student outcomes, courses, field experiences, instruction, and evaluation (M-2.2)
- the college has a comprehensive system to assess qualifications of candidates for initial teacher preparation programs and has admission policies for transfer students, non-traditional students, and diverse students (M-4.2)
- the college has in place a system to appropriately monitor student progress which is known by those involved and includes methods to assist those who need help and surveys of students (present and former) to evaluate this advisement system (M-4.3)
- program completers have been assessed by multiple measures (M-4.4.2) and have constructed a professional portfolio containing evidence to verify knowledge, skills and abilities and application with various types of students in various settings (M-4.4.3)
- the college seeks and uses data and feedback from its graduates and from those who receive the students next to improve the preparation program (M-4.6)
- faculty are qualified (advanced degree) and active in P-12 schools (M-5.1) and have appropriate teaching loads (M-5.3)

- the college has a systematic, comprehensive, written plan to assure faculty professional development including evaluation of such efforts (M-5.4)
- the college's board and administration appropriately support the teacher education program and organized its faculty with appropriate responsibility over the program (M-6.1, 6.2, 6.3)
- faculty involved in general education, content courses, and/or professional studies courses work together and with the public schools (M-7.1)
- the college has adequate resources for the program and for faculty and student development (M-8.1, 8.2)
- transfer students should not be advantaged or disadvantaged because they transfer (CT-GP1)
- the faculty need to be involved in curricular design and establishing degree requirements (CT-GP4)
- receiving and sending institutions should work together on transfer issues (CT-GP8)
- students should be encouraged to complete the associate degree, transfer immediately, and complete the baccalaureate degree in a timely manner (CT-GP10)

References

Altenbaugh, R. & Underwood, K. (1990). The evolution of normal schools. In J. I. Goodlad, R. Soder & K. A. Sirotnik (Ed.), *Places where teachers are taught* (pp. 136-186). San Francisco: Jossey-Bass.

Ambach, G. (1996). Standards for teachers: Potential for improving practice. *Phi Delta Kappan,* 78, 207-211.

American Council on Education (1999). *To touch the future: Transforming the way teachers are taught.* Washington, D.C.: Author.

Anglin, L., Mooradian, P. & Hamilton, A. (1993). A missing rung of the teacher education ladder: Community colleges. *Action in Teacher Education, 15* (1), p. 8-13.

Aronowitz, S. (2000). *The knowledge factory: Dismantling the corporate university and creating true higher learning.* Boston: Beacon Press.

Astin, A. (1985). *Achieving educational excellence: A critical assessment of priorities and practices in higher education.* San Francisco, CA: Jossey-Bass.

Barker, G. (1996). The truth about today's teachers. *Phi Delta Kappan*, 25, 28-32.

Basinger, J. (1998, October 9). Fight intensifies over accreditation of teacher-education programs. *The Chronicle of Higher Education*, p. A12.

Basinger, J. (1999a, February 12). Administration uses budget plan to highlight efforts to improve teacher training. *The Chronicle of Higher Education*, p. A33.

Basinger, J. (1999b, September 24). Riley seeks improvements in teacher education. *The Chronicle of Higher Education*, p. A50.

Basinger, J. (2000, March 31). Bush offers $2.9-billion plan to improve the quality of schoolteachers. *The Chronicle of Higher Education*: Today's News (On-line). Available: http://chronicle.com/daily/2000/03/200003 3102n.htm.

Bell, T. (1993). Reflections one decade after *A Nation at Risk. Phi Delta Kappan*, 74, 592-597.

Black, A. & Ammon, P. (1992). A developmental-constructivist approach to teacher education. *Journal of Teacher Education, 43* (5), 323-336.

Bohr, L., Pascarella, E., Nora, A. , Zusman, B., Jacobs, M., Desler, M., Bulakowski, C. (1994). *Community College Review*. 22 (1). p. 4-12.

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press.

Brooks, J. G. & Brooks, M. G. (1993). In *search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Burch, C. (1999). When students (who are preservice teachers) don't want to engage. *Journal of Teacher Education, 50* (3), 165-172.

Burd, S. (2000, February 11). Clinton pushes tax breaks for college costs and incentives for charitable giving. *The Chronicle of Higher Education*, p. A34.

Carnegie Task Force on Teaching as a Profession. (1986). *A nation prepared: Teachers for the 21st century*. Hyattsville, MD: Carnegie Forum on Education and the Economy.

Clifford, G. & Guthrie, J. (1988). *Ed school: A brief for professional education.* Chicago: University of Chicago Press.

Cochran-Smith, M. (2000a). Blind vision: Unlearning racism in teacher education. *Harvard Educational Review, 70,* p. 157-190.

Cochran-Smith, M. (2000b). Teacher education at the turn of the century. *Journal of Teacher Education, 51*, 163-166.

Cohen, A. & Brawer, F. (1989). *The American community college.* San Francisco: Jossey-Bass.

Collier, S. (1999). Characteristics of reflective thought during the student teaching experience. *Journal of Teacher Education, 50* (3), 173-181.

Cowley, W. & Williams, D. (1991). *International and historical roots of American higher education.* New York: Garland Publishing.

Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. *Phi Delta Kappan,* 78, 193-201.

Darling-Hammond, L. (1999). *Reshaping teaching policy, preparation, and practice: Influences of the National Board for Professional Teaching Standards*. Washington, DC: American Association of Colleges for Teacher Education.

Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education, 51*, p. 166-174.

Darling-Hammond, L. & Cobb, V. (1996). The changing context of teacher education. In F. B. Murray (Ed.), *The teacher educator's handbook* (pp. 14-62). San Francisco: Bossey-Bass.

Ducette, J., Sewell, T. & Shapiro, J. (1996). Diversity in education: Problems and possibilities. In F. B. Murray (Ed.), *The teacher educator's handbook* (pp. 323-380). San Francisco: Bossey-Bass.

Eaton, J. (1994). *Strengthening community colleges.* San Francisco: Jossey-Bass.

Falba, C., Strudler, N. & Bean, T. (1999). Choreographing change one step at a time: Reflections on integrating technology into teacher education courses. *Action in Teacher Education, 21* (1), 61-76.

Feistritzer, C. E. (1999). *The making of a teacher: A report on teacher preparation in the U. S.* Washington, D.C.: Center for Education Information.

Feistritzer, C. E. & Chester, D. (2000). *Alternative teacher certification: A state-by-state analysis 2000.* Washington, D.C.: Center for Education Information.

Fosnot, C. T. (1989). *Enquiring teachers, enquiring learners: A constructivist approach for teaching*. New York: Teachers College Press.

Fosnot, C. T. (1996). Teachers construct constructivism: The center for constructivist teaching/teacher preparation project. In C. T. Fosnot (Ed.). *Constructivism: Theory, perspectives, and practice*, p. 205-216. New York: Teachers College Press.

Fosnot, C. T. (1996). (Ed.). *Constructivism: Theory, perspectives, and practice*. New York: Teachers College Press.

Futrell, M. (1999). Recruiting minority teachers. *Educational Leadership,* 56 (3), 30-33.

Goodlad, J. (1984). *A place called school: Prospects for the future*. New York: McGraw-Hill.

Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

Goodlad, J. (1994). *Educational renewal*. San Francisco: Jossey-Bass.

Goodlad, J., Soder, R., & Sirotnik, K. (Eds.). (1990a). *The Moral Dimensions of Teaching*. San Francisco: Jossey-Bass.

Goodlad, J., Soder, R., & Sirotnik, K. (Eds.). (1990b). *Places where teachers are taught*. San Francisco: Jossey-Bass.

Gough, P. (1999). Flawed information can puzzle the public. *Phi Delta Kappan, 81,* 178.

Grow-Maienza, J. (1996). Philosophical and structural perspectives in teacher education. In F. B. Murray (Ed.), *The teacher educator's handbook* (pp. 506-525). San Francisco: Bossey-Bass.

Hampton, J. (1999). *Making community college teacher education programs better: A limited research study*. Unpublished manuscript, St. Louis University, St. Louis, MO.

Hansen, E. (1998, November). Essential demographics of today's college students. *AAHE Bulletin*, 3-5.

Hardi, J. (2000, January 26). Governors urge help from states on university-school teaching partnerships. *The Chronicle of Higher Education: Today's News*. (On-line) Available: http://chronicle.com/daily/2000/01/2000012603n.htm

Herbst, J. (1989). *And sadly teach: Teacher education and professionalization in American culture*. Madison, WI: University of Wisconsin Press.

Judge, H. (1982). *American graduate schools of education: A view from abroad.* New York: Ford Foundation.

Kelly, T. (1999). Why state mandates don't work. *Phi Delta Kappan, (80),* 543-

546.

Kramer, R. (1991). *The miseducation of America's teachers*. New York: Free Press.

Labaree, D. (1992). Power, knowledge, and the rationalization of teaching: A genealogy of the movement to professionalize teaching. *Harvard Educational Review, 62,* 123-154.

Missouri Coordinating Board for Higher Education (2000). *Credit Transfer: Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities*. (On-line) Available: http://www.mocbhe.gov/acadafrs/credit.htm [2000, December 19]

Missouri Department of Elementary and Secondary Education (1996). *Missouri framework for curriculum development*. Jefferson City, MO: Author.

Missouri Department of Elementary and Secondary Education (1997). *Subject specific competencies for beginning teachers in Missouri*. Jefferson City, MO: Author.

Missouri Department of Elementary and Secondary Education (1999). *Missouri standards for teacher education programs* (On-line) Available: http://www.dese.state.mo.us/divurbteached/teached/standards.htm [2000, April 30]

Missouri Department of Elementary and Secondary Education (2000). *Two Year College Directory.* http://www.dese.state.mo.us/diverbteached/teached/directory/twoyear.html [2000, April 30]

Murray, F. (1996). Beyond natural teaching: The case for professional education. In F. B. Murray (Ed.), *The teacher educator's handbook* (pp. 3-13). San Francisco: Bossey-Bass.

Murray, F. B. (Ed.). (1996). *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass.

A nation still at risk. (1998). *Policy Review. 90,* pp. 23 - 30.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: United States Government Printing Office.

The National Commission on Teaching & America's Future. (1996). *What matters most: Teaching for America's future.* New York: Author.

National Council for Accreditation of Teacher Education (2000). *NCATE 2000 Unit Standards.* (On-line) Available: http://www.ncate.org/2000/2000 stds/pdf [2000, May 14]

Ohanian, S. (2000). Goals 2000: What's in a name? *Phi Delta Kappan, 81,* 345-355.

Oldfather, P., Manning, B., White, C. S., & Hart, L. (1994). Drawing the circle: Collaborative mind mapping as a process for developing a constructivist teacher preparation program. *Teacher Education Quarterly, 21* (3), 15-26.

Pascarella, E. (1999). New studies track community college effects on students. *Community College Journal.* 69 (6). pp. 8-14.

Pascarella, E., Bohr, L., Nora, A., Ranganathan, S., Desler, M., & Bulakowski, C. (1994). Impacts of 2-year and 4-year colleges on learning orientations: A preliminary study. *Community College Journal of Research and Practice,* 18, 577-589.

Pascarella, E. & Terenzini, P. (1991). *How college affects students.* San Francisco: Jossey-Bass.

Richardson, V. (1997). Constructivist teaching and teacher education: Theory and practice. In V. Richardson (Ed.). *Constructivist teacher education: Building new understandings,* p. 3-14. Washington, DC: Falmer Press.

Richardson, V. (Ed.). (1997). *Constructivist teacher education: Building new understandings.* Washington, DC: Falmer Press.

Steffe, L. P. & Gale, J. (Eds.). (1995). *Constructivism in Education.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Strudler, N., Handler, M. G. & Falba, C. J., (1998). A systematic approach for implementing the revised ISTE foundations: Dreams and realities. *Journal of Computing in Teacher Education. 15* (1). pp. 16-23.

United States Department of Education. (1984). *The nation responds: Recent efforts to improve education.* Washington, DC: United States Government Printing Office.

United States Department of Education. (1996). *Goals 2000: Increasing student achievement through state & local initiatives*. Washington, DC: United States Government Printing Office.

United States Department of Education, National Center for Education Statistics (1999a). *The condition of education 1999*. Washington, DC: United States Government Printing Office.

United States Department of Education, National Center for Education Statistics (1999b). *Digest of education statistics 1998*. Washington, DC: United States Government Printing Office.

University of Missouri-Columbia (2000). *Teacher Development Program Overview*. (On-line) Available: http://www.coe.missouri.edu/~refllace/tdp/Overview/overview. html [2000, December 18]

Vadeboncoeur, J. A. (1997). Child development and the purpose of education: A historical context for constructivism in teacher education. In V. Richardson (Ed.). *Constructivist teacher education: Building new understandings*, p. 15-37. Washington, DC: Falmer Press.

Wise, A. & Leibbrand, J. (2000). Standards and teacher quality: Entering the new millennium. *Phi Delta Kappan, 81*, 612-618.

Witt, A., Wattenbarger, J., Gollattscheck, J. & Suppiger, J. (1994). *America's community colleges: The first century*. Washington, D.C.: Community College Press.

Woloch, N. (2000). *Women and the American experience*. New York: McGraw Hill.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Teacher Education: A Community College Perspective

Author(s): Julia Clark Hampton

Corporate Source:

Publication Date: 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Julia Clark Hampton

Printed Name/Position/Title: Julia Clark Hampton, Ed.D.

Organization/Address: Jefferson College, 1000 Viking Dr, Hillsboro, MO 63050

Telephone: 636 797-3000 FAX: 636 789-5103

E-Mail Address: jhampton@jeffco.edu Date: 9-15-03

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC®
Clearinghouse For
Community Colleges

University of California, Los Angeles
3051 Moore Hall
Box 951521
Los Angeles, CA 90095-1521

EE 45

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)